
STATE TEACHERS COLLEGE
Salisbury
MARYLAND



1955 - 56

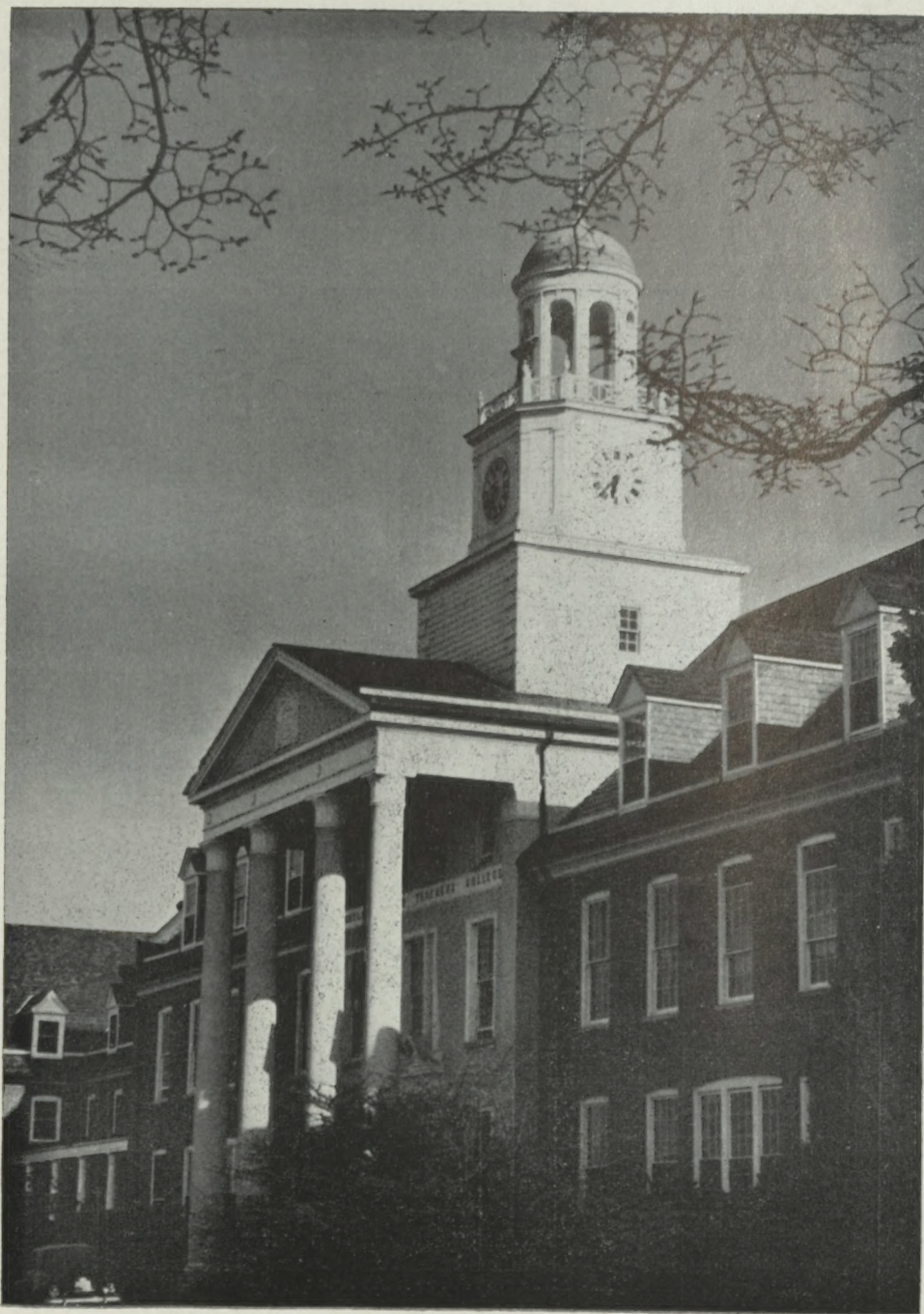
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STATE TEACHERS COLLEGE
SALISBURY, MARYLAND

CALENDAR FOR 1955-56

September	5, Monday	Opening of dormitories
	6, Tuesday	Registration of Freshmen and Commencement of Veterans Benefits
	7, Wednesday	Registration of Sophomores; Freshmen Tests
	8, Thursday	Registration of Juniors and Seniors
	9, Friday	Classes begin for all students
October	20, Thursday	College closes for Maryland State Teachers Association 12:05 p.m.
	24, Monday	College reopens 8:30 a.m.
November	5, Saturday	Alumni Homecoming
	23, Wednesday	College closes for Thanksgiving holidays 12:05 p.m.
	28, Monday	College reopens 8:30 a.m.
December	16, Friday	College closes for Christmas holidays 12:05 p.m.
January	2, Monday	Dormitories reopen 4:00 p.m.
	3, Tuesday	Classes resume
	23, Monday	Final examinations begin
	27, Friday	First semester ends
February	1, Wednesday	Registration for second semester
	2, Thursday	Second semester classes begin
March	28, Wednesday	College closes for Easter holidays 12:05 p.m.
April	3, Tuesday	College reopens 8:30 a.m.
May	28, Monday	Final examinations begin
June	1, Friday	Second semester ends and Termination of Veterans Benefits
	2, Saturday	Alumni Homecoming
	3, Sunday	Baccalaureate Service
	4, Monday	Commencement



DR. WILBUR DEVILLEISS
PRESIDENT



STATE TEACHERS COLLEGE



1955-56

SALISBURY, MARYLAND

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State Board of Education and Trustees of the Maryland State Teachers College

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State Superintendent of Schools

WILLIAM A. GUNTER, Cumberland

DWIGHT O. W. HOLMES, Baltimore

MRS. CURTIS WALKER, Chevy Chase

Administrative Officers of the College

WILBUR DEVILBISS, Ed.D.	- - - -	President
HOWARD E. BOSLEY, Ed.D.	- -	Dean of Instruction
CAROLYN C. DUNLAP, Ed.D.	- -	Director of Practice
ROBERT GEBHARDTSBAUER, M.A.	- -	Registrar
E. PAULINE RIALI, A.M.	- - - -	Principal
CAMPUS DEMONSTRATION SCHOOL		
GRACE S. CHAIRES, A.M.	- - - -	Librarian
CHARLES W. BETTS	- -	Principal Account Clerk I
LILLIAN E. WEBSTER, B.S.	- - - -	Dietitian
HELEN L. JAMART	- - - -	Supervisor
MEN'S RESIDENCE HALL		
LEONE J. MILES	- - - -	Supervisor
WOMEN'S RESIDENCE HALL		
MAE E. WILLIAMS	- - - -	Supervisor
WOMEN'S RESIDENCE HALL		
FREDERICK L. FOLTZ	- -	Maintenance Supervisor

FACULTY

Wilbur Devilbiss	.....	President
A.B., Western Maryland College; M.A., University of Maryland		
Ed.D., George Washington University		
Howard E. Bosley	.....	Dean of Instruction
Ed.B., Southern Illinois University		
M.A., Ed.D., Teachers College, Columbia University		
MacCurdy Burnet	.....	English
A.B., A.M., University of North Carolina		
Grace S. Chaires	.....	Librarian
A.B., Washington College; B.S., Library Science, Drexel Institute		
A.M., University of Michigan		
Carolyn C. Dunlap	.....	Director of Practice
A.B., Western Maryland College		
M.A., Ed.D., University of Maryland		
Robert A. Elderdice	.....	English, Personnel
A.B., Western Maryland College; M.A., Brown University		
Ph.D., University of Maryland		
Eugene D. Farace	.....	Geography, Geology
B.S., State Teachers College, Millersville, Pa.		
M.S., University of Maryland		
A. L. Fleming	.....	Social Studies
B.S., Middle Tennessee State Teachers College		
A.M., George Peabody College for Teachers		
Francis B. Fleming	.....	English, Personnel
A.B., Middle Tennessee State Teachers College		
A.M., George Peabody College for Teachers		
Jessie L. Fleming	.....	Music
B.S., A.M., Ed.D., New York University		
Maurice C. Fleming	.....	Biological Sciences
A.B., Western Maryland College; A.M., two Professional Diplomas and		
Ed.D., Teachers College, Columbia University; Ph.D., New York University		
James R. Focht	.....	Supervisor of Student Teaching
in Junior High School		Education
B.S., State Teachers College, West Chester, Pa.		
M.S., University of Pennsylvania		

Mary Laura Francis Romance Languages
A.B., University of Delaware
A.M., Ph.D., The Johns Hopkins University

Robert Gebhardtshauer Registrar
A.B., M.A., Temple University

James F. Glenn Chemistry
A.B., University of North Carolina
M.S., New York University

Helen L. Jamart Health Education
Diploma, Harvard University School of Physical Education

Benn Maggs Health and Physical Education for Men
B.S., State Teachers College, East Stroudsburg, Pa.
M.A., New York University

Anne H. Matthews Supervisor of Student Teaching Education
in Elementary Education
A.B., Colorado State Teachers College; A.M., Teachers College
Columbia University; Ed.D., New York University

John B. May Psychology
B.S., M.S., Ph.D., University of Virginia

Henrietta S. Purnell Art
B.S., A.M., Teachers College, Columbia University

Russell K. Rickert Physics
B.S., State Teachers College, West Chester, Pa.
M.S., University of Delaware

IdaBelle W. Thomas History
B.S., A.M., Teachers College, Columbia University
Ed.D., New York University

Frank D. White Mathematics
A.B., Randolph-Macon College
M.Ed., Duke University

Alethea H. Whitney Health and Physical Education for Women
B.S., M.S., University of Tennessee

William H. Wroten, Jr. History, Government, and Sociology
A.B., Western Kentucky State Teachers College
M.A., University of Maryland

CAMPUS DEMONSTRATION SCHOOL

E. Pauline Riall, Principal Grade 6
B.S., A.M., Teachers College, Columbia University

Margaret Addis Grade 4
A.B., Smith College; A.M., Stanford University

Ruth T. Bennett Kindergarten
B.S., University of Maryland

Bernice M. Brady Grade 1
A.B., The University of Iowa
M.S., Oklahoma A. & M. College

A. Mary Hutton Grade 2
B.S., State Teachers College, Towson
A.M., Teachers College, Columbia University

Wilsie G. Seabrease Grade 3
B.S., State Teachers College, Salisbury
M.S., University of Maryland

Louise S. White Grade 5
B.S., M.A., University of Missouri

LIBRARY

Grace S. Chaires Librarian
A.B., Washington College
B.S., Library Science, Drexel Institute
A.M., University of Michigan

Nettie C. Bentley Assistant Librarian
B.A., Hood College
B.L.S., Columbia University School of Library Science

May H. Truitt Assistant Librarian
A.B., L.L.B., University of Maryland
M.S., Columbia University School of Library Science

Gladys Lewis Library Assistant
Diploma, State Normal School, Salisbury

ADMINISTRATIVE STAFF

Rosalie F. Griffith	Secretary-Stenographer
A.B., Goucher College	
Margaret W. Mallery	Stenographer-Accounting
Dolores J. Miller	Senior Stenographer
Jane L. Frazier	Senior Stenographer
Jane Wallace	Nurse
R.N., University of Maryland	
School of Nursing	

STUDENT ACTIVITY CENTER

Margaret B. Ennis	Manager
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OFF-CAMPUS TRAINING TEACHERS

Grade and Subject

Dorchester County

Cambridge Junior High School, Cambridge		
Elizabeth Jones	7	Social Studies
Ruby Meredith	7	English
Cambridge Senior High School, Cambridge		
Ernest Leap	9	Science
Ella Walter	9	Mathematics
North Dorchester Junior-Senior High School,		
Hurlock		
Maybelle M. Moxey	9	Core
Marian B. Turner	7	Core

Somerset County

Princess Anne Elementary School,		
Princess Anne		
Elizabeth Dryden	2	
Julia Godfrey	3	
Washington High School, Princess Anne		
Lorraine Bloodsworth	8	English-Social
		Studies
Elizabeth Warren	7	English-Social
		Studies

Wicomico County

East Salisbury Elementary School, Salisbury		
Elizabeth Leutner	6	
Mardela School, Mardela		
Arlene Knowles	2 and 3	
North Salisbury Elementary School, Salisbury		
Stella Brittingham	3	
Pinehurst Elementary School, Salisbury		
Elizabeth R. Focht	4	
Frances Windsor	5	
Prince Street Elementary School, Salisbury		
Lillian Mezick	1	
Wicomico Junior High School, Salisbury		
Beulah N. Allen	8 and 9	Math.-Science
Myra Cordrey	8 and 9	Science-Math
Elizabeth Murray	7	English-Social
		Studies

Worcester County

Stephen Decatur Junior-Senior High School,		
Berlin		
Charles Dandero	9	Math.-Science
Irma Jester	8	English-Social
		Studies
Myra Powell	8	English-Social
		Studies

The College

PHILOSOPHY OF THE COLLEGE

The faculty acknowledges that the institutional objectives are based on these underlying philosophical assumptions:

1. The democratic way of life is the desirable social organization.
This way of life (a) places major emphasis on the dignity and worth of the individual; (b) places faith in the ultimate wisdom and intelligence of the common man; and (c) encourages the development of the total and unique personality.
2. The democratic way of life operates through the democratic group process.
To be of maximum value this group process requires (a) an atmosphere that stimulates the individual to contribute fertile ideas; (b) a scale of values for the weighing and refining of these ideas; (c) the rational approach as the most valid basis for group action.
3. Pupils and students are confronted with needs and problems peculiar to their stage of maturity and level of culture.
It is the function of the school to help the individual resolve his present problems and prepare him to cope successfully with future problems which may confront him. By such assistance the individual is equipped to act responsibly in a mature democratic society and thus derive maximum intellectual, moral, and emotional satisfaction from living.

OBJECTIVES OF THE COLLEGE

The specific objectives of the college are based on four major premises:

1. That the college should provide in its general education program a broad cultural background essential to citizenship in a changing democratic society.
2. That the college should provide for the development of professional knowledge, techniques and attitudes essential to effective teaching.
3. That the two year transfer curriculum should, in addition to providing broad cultural training, prepare the student for further pursuit of specific professional courses in other institutions or for greater effectiveness in a chosen field of employment.
4. That the college should serve the community in which it is located.

HISTORY

Background

The fourth to be founded and next to the youngest of the State's system of teachers colleges is the State Teachers College at Salisbury. It was in 1922 that the State Legislature established a commission to determine a location for a two-year normal school on the Eastern Shore; in 1925 the institution was opened in Salisbury with a faculty of ten and a student body of forty. Dr. William J. Holloway was the first president.

The thirty-three year interim since the organizing of the commission has proved the wisdom in the establishment of an institution of higher education and the choice of the town of Salisbury whose potential as a commercial center was discernible. Today the college has grown in plant and curriculum and educational significance; the town of Salisbury has grown to a vigorous young city whose growth in cultural and educational leadership is commensurate with its leadership in the various facets of the regional economy.

Objectives and Purposes

At the center of all planning for growth in both plant and curriculum has been the original objective to educate teachers for Maryland schools. Complimentary to the achievement of this core objective have always been the objectives of developing within the student mind, character, spirit and professional ability. From the major objective with its natural parts the college has never veered; there has been added since 1935, however, a secondary objective of educating through the lower division program of general education those students who may want such education either on a terminal or transfer basis.

Plant

The college opened in 1925 as a two-year normal school on a campus of thirty acres in one wing of the projected main building. The architect's plan called for a structure of the Maryland colonial period constructed of brick and composed of a long central section flanked by wings on either end. Until 1939 the north wing housed all facilities for administration, instruction, residence, and recreation. During this initial phase of the life of the college a gesture of welcome from the community was made by the presentation on November 11, 1925 of the flagpole on the campus by the Masonic Order who placed a plaque

on its base as a tribute to Salisbury men killed in the First World War.

In 1929 the center section of the building was opened. This addition included along with the imposing main portico with its chastely simple and elegant Grecian lines the auditorium, administrative offices and additional classroom space. The white front doors offer a gracious welcome which is symbolized by the pineapple motif that throughout the years has greeted new students and has deeply rooted itself in the memories of graduates.

On the third Wednesday in December in 1932 with the benediction of a heavy snow to accentuate its warmth and gracious beauty the drawing room was formally opened along with the rest of the south wing which is at the same time a center for college business and pleasure. A drawing room, dining room and kitchen, an infirmary for men, and the first men's dormitory was included in the third and final section.

A common denominator for pride and respect has been the room fondly dubbed by Miss Ruth Powell as the "social room." The decorator planning the decor was sensitive to the combination of colonial and Maryland traditions caught forever in the architecture of the building and especially in the social rooms: the drawing room and dining hall. The furniture is traditionally Eighteenth Century and was designed piece by piece to help form a particular decorative scheme. The appointments likewise were chosen with precious care. The room which was once complimented as being the "prettiest room on the Eastern Shore" has throughout the years lent its mellow, rich beauty to point up the dignity of college social functions.

The dining hall carries out the same traditions as the drawing room. The crowning ornamentation of the room is the balcony which the architect designed to perpetuate the southern plantation manor house tradition so common to Maryland's antebellum history.

Thus was completed in a seven-year period the college's main building. Today it houses classrooms, laboratories, administrative and instructional offices, an auditorium and gymnasium, a student activity center, and all aspects of residence needs for college women as well as the college's major social areas. Aesthetically and practically the building is a complement to the state's respect for education.

In 1949 the State Legislature adopted a plan for the expansion of plant facilities for the State Teachers College at Salisbury. The plan called for a men's dormitory, a campus laboratory school, a library, a gymnasium, and a president's home. An architect's projection adopted then envisions the campus arranged as a rectangle centering around a mall. The original thirty-acre campus has been expanded by the purchase of 30 acres on which are located three residential buildings one of which has been adapted temporarily to a president's home. The first of the buildings to be built was the Men's Dormitory which was opened in 1951. It, like the Main Building is Maryland Colonial in style. The second building of the new plan to be built was the Campus Demonstration School, opened in 1955. It is likewise Maryland Colonial ingeniously adapted to contemporary schoolhouse planning both in line and materials. The library as the third new building will be started in 1955-56.

In the fall of 1955 a second of the residences acquired through the purchase of land was converted to a new use: the Music Building houses all music activity including workrooms and a miniature "concert hall."

Today the college plant-wise looks both backward and forward with justifiable pride. From a plant with facilities for a student body of 270, it has grown to care for a student body of 400, and plans are afoot for further expansion. Equally important with the growth in square footage is the growth measured in terms of meeting needs. A student activity center, additional dormitory lounge space, an alumni office—such services provided by the College are evidences of its sensitiveness to needs beyond classroom space.

Curriculum

The curricular growth of the college is the best measure of the service it has rendered to the area it was designated to serve. Two major phases of growth have taken place among many important though relatively minor ones. In 1935 the college was officially elevated to a degree-granting status with a two-year junior college curriculum established as a secondary function. The second step of major importance occurred in 1948 when a junior high school teacher education curriculum was introduced along with the well-established elementary curriculum.

In 1942 the college entered into a cooperative program with the Peninsula General Hospital for the academic training of

nurses. Since that time the beginning students in nursing have been a regularly accepted part of the freshman class.

A significant step in anticipation of another major development was made in 1955 with the opening of a kindergarten in the Campus Demonstration School. Eventually the college will offer a kindergarten curriculum making a third field of specialization available.

The curricular changes have reflected both state-wide planning for teacher education and resourceful autonomy on the part of the college. Consistently new courses have been added to meet local needs and to reflect educational trends. Particularly noteworthy has been expansion in the fields of the natural sciences, the social sciences, and in the humanities through the opening of a romance language department.

At the present time state-wide planning is in progress to establish within the education curricula areas of concentration which will enable a student to prepare himself for specialization in one of the academic areas. Currently the college prepares teachers for participation in the core curriculum according to the needs of the schools of the state.

The growth in faculty and staff has been concomitant with growth in curricular offerings. During the administration of the college's second president, Dr. J. D. Blackwell, two physical science instructors were added as an initial expansion in faculty. In 1947 a romance language instructor was added. In 1949 an office of a dean of instruction was added, and in 1951 a personnel office was opened. The fall of 1955 under the administration of the college's third president, Dr. Wilbur Devilbiss, brought to the campus expanded services in English, social studies, education, and personnel. The group of off-campus training teachers of the college working in the division of directed practice teaching has grown to twenty-six members covering public schools in four counties. The original faculty and staff of ten has been quadrupled.

The faculty of the college has been selected with particular attention to the instructional demands peculiar to teacher education so that both academic and professional acumen characterize the instructional program.

Roots of the College

The two major phases of college growth, plant and curriculum, are undergirded by subtle but strong reinforcements in

both atmosphere and environs. The traditions which are young and necessarily few are deeply respected. The College **Alma Mater** and the college seal came from the hearts of a student and a faculty member. The extra class program reaches both within and without the student and augments his academic growth as a person and a citizen.

The roots of the college are embedded in a young city that is alive and whose growth is measurable in four dimensions. Its cultural resources are the students': the Community Concert Series, the Baltimore Symphony Series, the Community Players Series, and often professional theatre series; its recreational resources are likewise the students': golfing, horseback riding, bowling; the areas of public service are open to students: scouting, hospital service by way of entertainment, club programming through participation; its religious groups are the students': youth groups, religious education, and music groups in all major denominations.

The State Teachers College at Salisbury does extend an invitation to learning and an invitation to teaching. Increasingly it compliments its students with the expectancy of high standards of conduct on their part as students, as citizens, and as potential members of an honored profession. Its most serious concern is the role of education in a democracy and the part of the teacher in that role. This is its dedication, this is its reason for being.

Accreditation

The college is accredited by the National Council for Accreditation of Teacher Education and approved by the Maryland State Department of Education. Credit earned at the college has been accepted for advanced standing or admission to graduate study in leading colleges and universities.

Transportation

The campus is located on Route 13 two miles south of the intersection with Route 50 in Salisbury.

Greyhound and Trailways Bus Companies have terminals in Salisbury. The Pennsylvania Railroad and Allegheny Airlines have daily service to the city. More detailed information can be secured from a local agency of these companies or from the Registrar of the college.

Admission to College

This college attempts to examine all aspects of the applicants experience as it relates to success in the college program and profession chosen. Where there are indications of possible success, the applicant is advised of his admission, and permitted to register. It is to be understood that students who matriculate assume the responsibility of adhering to the standards and regulations of the college.

PROCEDURE FOR ADMISSION

Each student should:

- (1) discuss plans with the high school counselor.
- (2) write to the Registrar for additional information and appropriate forms for admission.
- (3) fill in all information requested on the application form and submit it to the counselor or principal for completion.
- (4) have the application sent to the college admissions officer during the senior year. Early application is recommended and will assure the applicant of careful consideration.
- (5) arrange for an interview with the Registrar.
Hours for interview: weekdays 9-11; 1-4
Phone: Salisbury 7191

The college will:

- (1) advise the applicant of the action taken on his application for admission.
- (2) send further information concerning registration and enrollment to students admitted to the college.

REQUIREMENTS FOR ADMISSION

1. Graduation From High School*:

Graduation from a standard public high school or accredited nonpublic secondary school is required for entrance to the college.

2. High School Program:

All applicants must have completed a well-organized curriculum totaling 16 units and including the following constants:

Subject	Units
English	4
Mathematics	1
Social Sciences, of which 1 unit must be in United States History	2
Science	1
Acceptable electives	8
Total	16

3. Scholarship:

The standards for students entering from Baltimore City and from the counties, though based on different marking systems, are approximately the same and are as follows:

County students—The scholarship standard set by the State Board of Education as the basis for certification by the high school principal for college entrance requires that the applicant shall have made a grade of A or B in at least 60 percent of the college entrance courses and a grade of C or higher in all other college entrance courses taken during the last two years of high school. Students not meeting this average may be considered for admission on the recommendation of the high school principal and of the superintendent of schools.

**Applicants over 19 years of age who are not high school graduates may qualify for admission by making satisfactory grades in the Equivalence Examinations given by the State Department of Education and receiving the High School Equivalence Diploma. Veterans whose high school records are not sufficiently high may be considered for admission upon presentation of satisfactory scores on the General Educational Development Tests.*

Baltimore City students—The agreement with the State Department of Education on the scholarship standards recommended by the Board of School Commissioners of Baltimore City as the basis of certification for admission to the teachers colleges is that the student must have made an average of 80 percent in the last two years of high school work. Students with averages between 75 and 80 may be considered for admission on the recommendation of the high school principal and the superintendent of schools.

4. Recommendation Of School Officials:

The recommendation of the principal of the high school from which the applicant has been graduated and also the recommendation of the superintendent in whose area the school is located are required for students applying for the Teacher Education Program.

Applicants for the Junior College Division and graduates of nonpublic Maryland schools and out-of-state schools need only the recommendation of the principal.

5. Health:

Applicants must meet acceptable standards of health and physical fitness. Each student admitted must present a doctor's certificate indicating the absence of any communicable diseases or any physical disability which would limit participation in the total college program.

6. Citizenship:

According to a by-law passed by the State Board of Education, only citizens of the United States shall be employed in the public school system in the counties or admitted to the State Teachers Colleges.

7. Advanced Standing:

Applicants desiring admission with advanced standing must meet the requirements prescribed above and present records of honorable dismissal from other colleges and universities attended. An official transcript of the scholastic record at each institution in which the applicant has studied will be required.

The courses offered for advanced standing which approximate those taught at this college and in which a grade

higher than the first passing level has been recorded will be accepted for the degree. The advanced standing is provisional until the student has established a satisfactory record in this college.

A transfer student must earn the last year of credit (thirty-two semester hour credits) at the college. If the applicant was graduated from a two- or three-year curriculum at one of the Maryland State Teachers Colleges the requirements may be reduced to not less than one semester.

No transfer to another Maryland Teachers College shall be permitted except by written permission from the State Superintendent of Schools after the request for transfer has been acted on by the Trustees of the State Teachers Colleges. A student who has failed in one or more courses will by that fact be debarred from obtaining a transfer.

8. Veterans:

State Teachers College, Salisbury, has been approved for the training of veterans under Public Laws 16 (Disabled Veterans), 346 (World War II) and 550 (Korean Bill). General information concerning the Korean Bill will be made available on request to the college Registrar. Honorably discharged veterans who present evidence of satisfactory completion of a period of basic training receive credit for two years of physical education. Service personnel who enroll for and complete courses of study taken through USAFI can receive credit for such work insofar as the particular subjects parallel those required at this college. Terminal examinations must be taken in all such courses. Awarding of credit is based on the recommendations of the Committee for the Evaluation of Experiences in the Armed Forces of the American Council on Education and is established after the completion of a period of full time study at this college with satisfactory scholarship. Some credit may be extended for the completion of the General Educational Development Tests, College Level.

It is deemed advisable for that serviceman or servicewoman desiring to take advantage of this means of education or advancement to consult with the Registrar prior to enrolling in any of the USAFI programs. This will avoid duplication and/or non-transferable credits.

A maximum of one year of credit (32 semester hour credits) will be accepted from course work taken through the USAFI program. The college maintains the right to grant or refuse credit as it deems advisable.

Veterans are advised to visit the college before applying for their education benefits. Advisement concerning the veteran's objective and the program to be pursued to obtain such will be given at that time.

9. Re-Admission:

Former students who wish to return to college must present a written request for re-admission to the Dean.

10. Transfer From Junior College to Teacher Education:

Students who enroll initially in the Junior College Division and later wish to transfer to the Teacher Education Program must make application for such a change. A form should be secured from the Dean. The Dean and the Committee on Entrance to Teacher Education will review the applications. The change of status will be made effective as of the next college year.

THE PLEDGE TO TEACH IN THE STATE OF MARYLAND

Every student who is a resident of Maryland beginning the third year at the State Teachers College must have signed the pledge to teach two years in Maryland immediately following graduation. If only the last year's work is taken at the college, the pledge to teach shall cover one year.

Degrees Offered

REQUIREMENTS FOR THE DEGREES

Associate of Arts

Candidates for this degree must present a planned program totaling 60 semester hour credits with a scholastic grade point average of "C" (2.0). Physical Education credits are not to be counted in the total for the degree.

Bachelor of Science in Education

Candidates for this degree must have a scholastic grade point average of "C" (2.0) in all work taken at the college, a grade of "C" or better in Directed Teaching, and have completed all of the course requirements totaling 128 semester hour credits.

Course requirements for the degree of Bachelor of Science
in Elementary Education.

Subject	Semester Hour Credits	
Art:		
Fundamentals of Design	2	
Fine and Industrial	2	4
Education:		
Elementary School Curriculum Materials and Methods	14	
Directed Teaching	16	
Physical Education	2	
Child Growth and Development	3	35
English:		
American Literature	3	
Composition	6	
English Literature	3	
Speech	2	14
Geography		
Elements	6	6
History:		
History of Europe	6	
History of the United States	6	12
Mathematics		
Survey	3	3
Music:		
Literature	2	
Fundamentals	2	4
Physical and Health Education:		
Physical Education Activities	4	
Physiology	3	7
Psychology		
General	3	3
Science:		
Biological	6	
Physical	6	12
Electives	28	28
Total		128

Course requirements for the degree of Bachelor of Science
in Junior High School Education.

Subject	Semester Hour Credits	
Art:		
Fundamentals of Design	2	
Fine and Industrial	2	4
Education:		
Junior High School Curriculum	3	
Reading in Junior High School	3	
Guidance	2	
Audio-visual Material & Methods	2	
Special Methods	4	
Physical Education	2	
Adolescent Psychology	3	
Directed Teaching	16	35
English:		
American Literature	3	
Composition	6	
English Literature	3	
Speech	2	14
Geography:		
Elements	6	6
History:		
History of Europe	6	
History of the United States	6	12
Mathematics:		
Survey	3	3
Music:		
Fundamentals	2	
Literature	2	4
Physical and Health Education:		
Physical Education Activities	4	
Physiology	3	7
Psychology:		
General	3	3
Science:		
Biological	6	
Physical	6	12
Electives	28	28
Total		128

Academic Regulations

ACADEMIC STANDARDS

The grading system upon which the student's academic status is based is A, excellent; B, good; C, average; D, passing; and F, failing. The grade of I, incomplete, is assigned to a student who because of illness or other justifiable reason has not met the quantitative requirements of a course. It is not given merely for insufficient class attendance. This grade automatically becomes an F if the outstanding work is not made up prior to the end of the ninth week of the following semester. The student is responsible for completing this work and upon doing so will have the grade earned recorded on the permanent record. The credit hours for this course will not be used in the computation of the scholastic average until a final grade is recorded. Instructors may assign grades of plus or minus value, but only the letter grade will be recorded and figured in the scholastic average.

The scholastic grade point average is computed by multiplying the total number of semester hour credits of each letter grade by the appropriate quality points assigned and dividing the sum of the products by the total semester hour credits for which the student received final grades. Where permission is granted to repeat a course, the latest grade recorded will be used in computation of the scholastic average.

The grade of A is assigned 4 quality points; B, 3; C, 2; D, 1; and F, 0.

The grade point average is computed on the basis of the semester and the college year as well as the cumulative record. These averages are used in determining the student's progress, academic status, graduation, class standing, eligibility for merit awards, and for similar purposes. The grade point average of a student admitted with advanced standing is based only on that work taken at State Teachers College, Salisbury.

Students who fail to maintain an average of 1.5 during any given semester are automatically placed on probation for the following period of enrollment. Any student who fails to meet the terms of his probation or to pass one half of the credits for which he is enrolled in any given semester, or who accumulates more than 12 semester hour credits of failing grades shall be dropped from the enrollment of the college. The college automatically reserves the right to request any student to withdraw from the college when in the considered opinion of the committee on academic standards such dismissal would be in the interest of the college. Any request for reconsideration of such action should be made in writing to the Dean.

Students enrolled in the Junior College Division must obtain grades of C or better in order to have courses accepted for advanced standing at another college or university. Teacher Education students must meet successfully the scholastic requirements for admission to the professional courses of the third and fourth years. Evaluated along with the scholastic record are the many aspects of the student's personal characteristics.

For the purpose of self-evaluation on the part of the student, faculty members are requested to assess the quality of work being done by each student in their several classes at a designated point during the semester and report to the counselors those who have achieved less than a C grade. Each student so reported is advised of his status in the particular class and is urged to discuss with his adviser the possible means of improving his work during the remainder of the semester.

A copy of the report to the student is sent to the parents. The purpose of this measure is to acquaint the parents with the scholastic regulations of the college and to keep them informed of their son or daughter's progress.

The permanent scholastic record is not influenced in any way by the reports. These grades are not recorded and represent only a tentative evaluation of the student's progress to that point.

STUDENT COURSE LOAD

The normal course load for students is 15 to 17 semester hour credits. This load should provide sufficient challenge and necessitate hours devoted to study and class work equivalent to the average work week. Requests for lighter or heavier class rosters must be presented to the Dean for approval.

CLASSIFICATION OF STUDENTS

Full-time students are classified according to the number of semester hour credits previously completed for determining class membership and social privileges.

The following means of grouping is employed: freshman, 0-27; sophomores, 28-59; juniors, 60-91; seniors, 92 and above; teacher certification, possess baccalaureate degree.

The category of special students, comprised of part-time (less than 12 semester hour credits) day or evening students, includes the following groups: nurses from Peninsula General Hospital; teachers-in-service working for the baccalaureate degree, for certificate renewal or for teacher certification; and adults interested in broadening their cultural background.

GENERAL REGULATIONS GOVERNING REGISTRATION

1. Students must register during period indicated in the calendar or pay a late registration fee. No student will be permitted to enroll for a full-time program after the first week of classes.

2. No student will receive credit for a course in which he is not properly registered.

3. The normal course load for students is 15 to 17 semester hour credits. Requests for lighter or heavier class rosters must be presented to the Dean for approval.

4. During the first week of each semester it will be possible to change courses where necessary or desirable and approved by student's adviser and Dean.

5. The college reserves the right to discontinue any course or section thereof in which there is insufficient enrollment to justify its being offered.

6. Failure to complete a course or an unofficial withdrawal from college will result in automatic failing grades.

7. Each student should procure a college catalog and be guided by degree requirements when making course selections. Faculty advisers are available for counsel and advice, but the responsibility for satisfying degree requirements rests with the student.

CLASS ATTENDANCE

The college respects the classroom as the center of college life. Students are expected, accordingly, to attend classes with regularity. To absorb emergencies that may arise, a cut system permits a minimum of absences without loss in grades.

Details relative to the cut system may be found in the **Students' Handbook**.

WITHDRAWAL FROM COLLEGE

Any regularly enrolled student who finds it necessary to withdraw from college during any period of instruction shall be required to complete a withdrawal card, procuring the necessary signatures. The Business Office will be notified of the date that the completed form is received in the office of the Registrar and refunds will be computed on that basis. If the student has any obligations to any of the departments of the college, refunds will be withheld until adjustment has been made. Students residing in dormitories will be held responsible for checking out with the Supervisor of Residence Hall.

College Expenses and Student Aid

EXPENSES

Tuition

Maryland residents enrolled in the Teacher Education Program pay no tuition. Tuition is waived by their pledging to teach in the public schools at least two years following graduation.

Those Maryland residents who are registered in the Junior College Division are charged \$100.00 a college year for tuition.

The tuition in either the Teacher Education or the Junior College Program for students who are not residents of Maryland is \$200 for the college year.

Room and Board

All students residing in the dormitory pay \$216 for room and board for the college year.

Dormitory rooms will not be held in reserve later than the evening of registration day unless written notification of late arrival is received.

Luncheon in the College Dining Hall is available at very reasonable prices to day students.

Fees

Activities Fee

The sum of \$18 is charged each full time student for the student activities fee. This money is to be used for such activities as class social functions, student publications, dramatic productions, and specified projects duly authorized.

Athletic Fee

The \$15 athletic fee collected from each full time student is assigned to the athletic department to meet expenses incurred in presenting a rounded athletic program at the college. These funds are used for expenses incurred in the transporting of athletic teams, the services of athletic officials, and in the purchase of consumable supplies for varsity and intramural sports as well as classroom equipment.

Maryland Residents

Summary of Expenses

Teacher Education Students

	Semester I	Semester II	Total Year
Activities Fee	\$ 18.00		\$ 18.00
Athletic Fee	15.00		15.00
Total Day Students	\$ 33.00		\$ 33.00
Board and Room	108.00	\$108.00	216.00
Total Boarding Students	\$141.00	\$108.00	\$249.00

Junior College Students

Activities Fee	\$ 18.00		\$ 18.00
Athletic Fee	15.00		15.00
Tuition	50.00	\$ 50.00	100.00
Total Day Students	\$ 83.00	\$ 50.00	\$133.00
Board and Room	108.00	108.00	216.00
Total Boarding Students	\$191.00	\$158.00	\$349.00

Out-of-state Residents

Students residing outside of the state of Maryland who enroll in the Teacher Education Program pay a surcharge of one hundred dollars (\$100.00) each semester in addition to the appropriate total shown above. Those enrolled in the Junior College Division pay an additional fifty dollars (\$50.00) each semester over the appropriate total designated.

Special Students

Any student, whether matriculated for the degree or not, who is enrolled for less than 12 semester hour credits will be classified as a special student.

Special students are charged according to the number of credits for which they are enrolled at the following rates: \$5.00 per semester hour credit for Maryland residents, \$8.00 per semester hour credit for out-of-state students. Persons interested in auditing courses will be required to pay the same fee as those enrolled for credit.

Payment to the College

All payments to the college must be made at the time of registration. It is suggested that payment be made by check payable to "State Teachers College."

Miscellaneous Expenses

Books and classroom supplies are on sale in the College Bookstore. Approximately \$50 per college year should cover this item of expense. Also, the regulation athletic uniform required of all students enrolled for Physical Education can be purchased at a minimum cost to the student.

The laundering of personal clothing, like transportation costs, is an

expense which varies according to the individual. Automatic washing machines are available in the dormitories for appropriate articles of apparel.

Late Registration Fee

Students registering after designated time must pay a \$2.00 late fee.

Group Insurance

Accident insurance is available at most reasonable rates to full-time students of the college. Parents are strongly urged to consider this offer of total coverage. Additional information is available on request.

Transcript of Record

One official transcript of a student's record will be issued free of charge. A fee of \$1.00 will be charged for subsequent copies of the student's scholastic record. An official transcript will be sent only at the request of the individual and directed to the person or institution designated. Official transcripts are not issued to the individual student or graduate.

REFUNDS

Refunds to students will be computed on the basis of the date that the regular form of withdrawal has been completed and filed with the Registrar.

The following plan is used:

Day Students:

1. A day student who withdraws during the first two weeks of the semester or session shall have refunded all fees and the tuition charge for that semester less \$10.00.
2. A day student who withdraws later than two weeks after the beginning of any semester or session shall receive no refund of tuition for the half-semester or half-session in which the withdrawal occurs. No refund of fees will be made.

Boarding Students:

1. A boarding student who withdraws during the first two weeks of the semester or session shall have refunded all fees and the tuition charge for that semester less \$10.00, and will be charged for room and board for one week in excess of his residence at the college.
2. A boarding student who withdraws later than two weeks after the beginning of any semester or session shall receive no refund of tuition for the half-semester or half-session in which the withdrawal occurs and will be charged for room and board for one week in excess of his residence at the college. No refund of fees will be made.

Special Students:

Refunds to special students are computed from the time of official withdrawal on the following basis:

Within 1st two weeks	20% retained
Within 1st nine weeks	50% retained
After nine weeks	100% retained

LOAN AND SCHOLARSHIP FUNDS

Students who are Maryland residents and qualify for admission to the Teacher Education Program at any one of the State Teachers Colleges receive in effect a state scholarship covering tuition expenses. The Teachers Colleges are subsidized by the state and can afford students opportunities for higher education considerably below the actual cost. Those students who still find additional assistance necessary may investigate the opportunities for part-time work or for aid from the following organizational funds.

Delta Kappa Gamma Scholarship

One scholarship of \$100 is awarded each year to any high school girl desiring to prepare for elementary or junior high school teaching at State Teachers College, Salisbury. Any student who has received this scholarship for one year must reapply for a continuation of the grant. Application must be submitted before April 15th of each year. Write to the Registrar of the college and request the form for application for this scholarship, or consult the guidance counselor of your school.

Edna M. Marshall Memorial Fund

Twenty-five to one hundred fifty dollars per year is available with a maximum of \$300 to any worthy junior or senior. Interest begins with graduation at the rate of four per cent. This fund was established in June, 1935, as a living tribute to Edna M. Marshall, Ph.D., Director of Training and Principal of the Campus Elementary School from 1925 to 1933.

Kiwanis Education Loan

Three hundred and fifty dollars is the maximum amount available and may be awarded to any student from Wicomico County who desires to attend State Teachers College at Salisbury. This loan has a low rate of interest. If further information is desired, apply to the President of the Salisbury Kiwanis Club or the Registrar of the college.

Samuel Chase Chapter, D.A.R.

Loan are available to a limited number of students at a low rate of interest. If further information is desired, please write to the Registrar of the college.

College Curricula

JUNIOR COLLEGE DIVISION

Students admitted to the Junior College Division of the State Teachers College are afforded an opportunity to obtain academic subjects which fit into the general education of the freshman and sophomore years at other institutions of higher education or complete the requirements for the Degree of Associate in Arts. Persons who expect to transfer to another college or university for the baccalaureate degree should know the requirements of the particular curriculum there.

Courses taken at this college which are parallel to those required at the other institution and in which the student receives a grade of "C" or better are acceptable for advanced standing. This college is, however, unable to guarantee a student full credit on transfer.

The Junior College does not have a fixed curriculum, the program of the student being dependent upon degree requirements at another institution. A student may select courses appropriate to the curriculum at the other school, insofar as the course offerings and class schedule permit.

By careful selection it is possible to plan a program of academic courses designed to satisfy general degree requirements in such varied fields as Business Administration, Engineering, the Medical and Pure Sciences, the Social Sciences and Humanities, and Secondary Education.

Many programs have certain courses in common. Listed below is a general program indicating the subject fields usually represented.

Freshman

English Composition	3	English Composition	3
Mathematics	3	Mathematics	3
Science	3-4	Science	3-4
Foreign Language	3	Foreign Language	3
or		or	
Elective	3	Elective	3
Social Studies	1	Social Studies	1
Physical Education	1	Physical Education	1
	16-17		16-17

Sophomore

English Literature	3	English Literature	3
Social Studies	3	Social Studies	3
Psychology	3	Speech	2
Foreign Language	3	Foreign Language	3
or		or	
Elective	3	Elective	3
Mathematics, Science,	3-4	Mathematics, Science,	3-4
or Elective	1	or Elective	1
Physical Education	1	Physical Education	1
	16-17		15-16

The Degree of Associate in Arts is conferred upon any Junior College student so desiring who completes a planned program with 60 semester hour credits exclusive of Physical Education and whose cumulative average is C (2.0) or better.

Transfer from the Junior College Division into the Teacher Educa-

tion Program may be accomplished generally with no loss of credit. Students desiring to make such a change must make application for it and be approved by a faculty committee.

COOPERATIVE NURSES TRAINING PROGRAM

PENINSULA GENERAL HOSPITAL

School of Nursing

State Teachers College offers several courses to student nurses in the School of Nursing of The Peninsula General Hospital. The content of these courses is designed to supplement with didactic work in the various fields of instruction the clinical training afforded at the School of Nursing. Prospective students desiring admission to this program should write to the Director of The School of Nursing, Peninsula General Hospital for an application form.

TEACHER EDUCATION PROGRAM

Courses which are required of all students in the teacher education curriculum are listed below, arranged sequentially by semesters. Insofar as possible students should follow this suggested sequence.

Elective courses are provided for students who wish to achieve competence beyond that developed by courses required in one or more fields, and for students who wish to expand their areas of knowledge by electing courses in several fields in which strength is an essential factor. During four years of college the students may elect 28 semester hours of course work. Of this amount, fourteen semester hours beyond those required may be elected in one field. In addition, fourteen semester hours of electives should be distributed among academic or professional courses in several selected fields. Elective courses should be chosen after careful consideration and consultation with a member of the faculty who is assigned to serve as counselor.

The Bachelor of Science Degree in Education and a certificate for teaching in the elementary schools of Maryland will be granted when the student has satisfactorily completed the requirements of the curriculum in Elementary Education.

The Bachelor of Science Degree in Education and a certificate for teaching in the junior high schools of Maryland will be granted when the student has satisfactorily completed the requirements of the curriculum in Junior High School Education.

Out-of-state students who wish to qualify for teaching certificates in their respective state should ascertain whether the program at this college will satisfy fully the requirements for certification there. It is suggested that this be done as early in their college program as possible. Information of this nature is available in the Office of the Registrar. It is to be understood, however, that each student is responsible for planning a program to meet the specified requirements of the college and for certification.

ELEMENTARY EDUCATION

Freshman Year

First Semester		Second Semester	
Subject	Sem. Hrs.	Subject	Sem. Hrs.
English 101, Composition	3	English 102, Composition	3
History 101, European	3	History 102, European	3
Science 101, Biological	3	Science 102, Biological	3
Mathematics 103, Survey	3*	English 103, Speech	2*
Art 101, Fundamentals of Design	2*	Health Education 102,	
Physical Education 101,		Physiology	3
Activities	1	Physical Education 102,	
Orientation	0	Activities	1
	15	Music 104, Literature	2*
			17

Sophomore Year

First Semester		Second Semester	
Subject	Sem. Hrs.	Subject	Sem. Hrs.
History 201, American	3	English 202, English Literature	3
Geography 201, Elements	3	History 202, American	3
Science 201, Physical	3	Geography 202, Elements	3
Psychology 201, General	3*	Science 202, Physical	3
Physical Education 201,		Physical Education 202,	
Activities	1	Activities	1
Elective	3	Elective	3
	16		16

Junior Year

First Semester		Second Semester	
Subject	Sem. Hrs.	Subject	Sem. Hrs.
Art 301, Fine and Industrial	2*	Ed. 308, Music in Elementary	
Ed. 313, Social Studies in		School	2
Elementary School	2	Ed. 312, Science in Elementary	
Music 303, Fundamentals	2*	School	2
Psychology 301, Child Growth		Ed. 316, Language Arts in	
and Development	3	Elementary School	2
Physical Education 301, Methods	1	English 301, American Literature	3*
Electives	6	Physical Education 302, Teaching	1
	16	Electives	6
			16

Senior Year

First Semester		Second Semester	
Subject	Sem. Hrs.	Subject	Sem. Hrs.
Education 302, Teaching of Art	2	Education 402, Directed Teaching	8
Education 317, Language Arts	2	Electives	8
Education 401, Directed Teaching	8		16
Education 405, Mathematics in			
the Elementary School	2		
Elective	2		
	16		

*Offered each semester

JUNIOR HIGH SCHOOL EDUCATION

Freshman Year

First Semester		Second Semester	
Subject	Sem. Hrs.	Subject	Sem. Hrs.
English 101, Composition	3	English 102, Composition	3
History 101, European	3	History 102, European	3
Science 101, Biological	3	Science 102, Biological	3
Mathematics 103, Survey	3*	English 103, Speech	2*
Art 101, Fundamentals of Design	2*	Health Education 102, Physiology	3
Physical Education 101, Activities	1	Physical Education 102, Activities	1
Orientation	0	Music 104, Literature	2*
	15		17

Sophomore Year

First Semester		Second Semester	
Subject	Sem. Hrs.	Subject	Sem. Hrs.
History 201, American	3	English 202, English Literature ...	3
Geography 201, Elements	3	History 202, American	3
Science 201, Physical	3	Geography 202, Elements	3
Psychology 201, General	3*	Science 202, Physical	3
Physical Education 201, Activities	1	Physical Education 202, Activities	1
Elective	3	Elective	3
	16		16

Junior Year

First Semester		Second Semester	
Subject	Sem. Hrs.	Subject	Sem. Hrs.
Art 301, Fine & Industrial	2*	Education 304, Reading in the Junior High School	3
Education 303, Junior High School Curriculum	3	Education 318 and 328, — or Ed. 320 and 322, Methods in the Junior High School	4
English 301, American Literature	3*	Physical Education 302, Teaching	1
Music 303, Fundamentals	2*	Psychology 302, Adolescent	3
Physical Education 301, Methods	1	Electives	5
Electives	5		16
	16		

Senior Year

First Semester		Second Semester	
Subject	Sem. Hrs.	Subject	Sem. Hrs.
Ed. 307, Audio-Visual Materials and Methods	2	Education 330, Guidance	2
Education 401, Directed Teaching	8	Education 402, Directed Teaching	8
Electives	6	Elective	6
	16		16

*Offered each semester

Instructional Resources

INSTRUCTIONAL RESOURCES

Professional Laboratory Experiences

Opportunities for observing and teaching children is provided all teacher training students. In the junior year, each student makes weekly observations of entire classroom groups and of individual students in the Campus Demonstration School and in nearby county schools. During the senior year each student has guided teaching experiences under the direction of several selected training teachers for either ninety full days of school or for one hundred eighty half days of school. Directed teaching is conducted in six of the classrooms of the Campus Demonstration School and in schools in the four surrounding counties.

The Campus Demonstration School, in addition to providing directed teaching experiences to the college students, offers a curriculum in terms of the needs, interests, and abilities of the children enrolled and sets up multiple activities which will further the professional understanding, growth, and development of prospective teachers in regular college courses. Its chief function is to provide a place where the best accepted procedures of teaching may be used and demonstrated by teachers appropriately trained and specialists from the college faculty; where college students may participate in actual teaching situations; and where college students may observe, experiment, and do limited research work under expert guidance of the elementary school and college instructors.

The College Library

The College Library contains approximately 26,000 bound volumes. A valuable supplement to the book collection are the periodicals to which the library subscribes. More than 160 are available approximately 80 of which are bound annually for use in research.

Materials are available to students and faculty on a loan basis and to the community for reference purposes.

The resources of the library supplement the course of study in the general education phase of the college program as well as the professional curricula. For the latter program special groups of materials are available, examples of which are listed below.

1. The Curriculum Laboratory contains units of work, courses of study, resource units of the counties of Maryland and many other states, and examples of textbooks used in the elementary and junior high school grades.
2. The childrens books collection is available for use by student teachers and as background for the course in Children's Literature.

3. The Maryland collection consists of books, maps, pamphlets, and filmstrips dealing with the history, industry, and geography of the state of Maryland.

4. Audio-visual aids are housed and loaned by the library. Types of materials included in this collection are films, filmstrips, slides, recordings, mounted pictures, clippings, maps, and charts.

It is possible, through interlibrary loan, to make books from other libraries available to faculty and students.

All students are given instruction in the use of the library in the Orientation and Composition courses. A special library manual has been prepared for this purpose.

The Campus Demonstration School Library

This unit of the College Library, housed in the new school building, contains approximately 4,000 volumes of reading matter appropriate to the several grades served. Supervised by a trained librarian, it serves as an example to student teachers of the need for and place of the library in an elementary school. Student teachers are encouraged to make use of its facilities to supplement class work in the professional courses.

Student Life and Activities

This section of the catalog is addressed to you not impersonally but personally in order that you may see how State Teachers College looks upon you as an individual with the hopes, the qualms, the ambitions, the distractions that most college students have. That part of your life described as "private" and that part described as "social" will be its province; you as a student, as a citizen, as a professional person in the making are at the center of all that is said.

Orientation in College

Orientation in college begins with a pre-registration interview and ends when the president confers a degree. It is a process of self-realization and self-direction, through which a person becomes able to solve his own problems. The college has devised certain aids for the student the first of which following registration is Orientation Week. S. T. C. believes that orientation is a two-way process, so that period is devoted to introducing the college socially to the freshman and the freshman personally and academically to the college. A personnel record of each student is begun, and throughout his years in college is maintained to serve as a source of information about him academically, socially, and personally in order to provide optimum aid in counseling. A battery of tests is administered and a profile of each student made which in terms of his training and capacities is integrated for his better understanding of himself.

A second aid in self-understanding and self-direction is the orientation class. The center of the course is in the development of study techniques. In addition a personality inventory is made, standards of social competence are discussed, and problems peculiar to the college age are anticipated and discussed.

Running throughout the four years of college is a counseling program. During the first two years it centers on the student's orientation to higher education and to its impact on him as an individual; counseling the last two years is concerned with orientation toward a profession. Upon registration each student is assigned by the Dean to a counselor who helps the student in scheduling and is otherwise an adviser in curricular matters. Personal counseling is available through the offices of the counselor for men and counselor for women. Referral for specialized counseling is made to the appropriate person or resource.

Group counseling beyond the orientation class is a by-product of meetings of resident students when evaluation of group living is a normal part of the business.

Students are urged to see their instructors at private conferences in order to avail themselves of the invaluable help such conferences can be in self-analysis and self-direction.

College Traditions

The traditions of the college are found in treasured symbols, songs, honors, and occasions. The seal is the composite of all an STCean holds dear. Designed by an honor student, Miss Grace Hallam, it embodies symbols of the State's agricultural prowess, the Shore's indigenous trees and its waters and the College's contribution to the student through intellectual enlightenment. The names of the two organs of the college, likewise reflect the genuine respect for the region native to the majority of the students. The colors, maroon and gold, symbolize the depth and quality of respect in which the students hold their Alma Mater. The college song, written by a former music instructor, expresses in harmonies of words and music the student's concept of his college life as an invitation and an opportunity to define for himself truth, beauty, and goodness.

The Candlelighting Service instituted in 1925 symbolizes the humanity of man for man, the development of which sensibility the college covets for its students. After dinner together, faculty and students join to give gifts to those who need help to be cheerful.

HONORS

A May Day celebration has as its reason for being the honoring along with the May Queen, campus leaders elected by student vote, Mr. and Miss STC, scholastic winners as judged by their fellow students, and outstanding athletes are recognized.

Highest scholastic honors are recognized through the Achievement Key. This traditional and signal honor is determined in terms of academic record and leadership. Students receiving the honor for more than one year are privileged to wear the key with a ruby inset for each additional year in which the honor is won.

The Student and College Regulations

The regulations adopted by the College are conceived in terms of the student's growth as a person, a citizen, and a potential member of a profession. Because they are reasoned regulations designed for a purpose, the student is expected not only to acquaint himself with them but to abide by them. His applying for admission is in the opinion of the college tantamount to his acceptance of them and his pledge of loyalty to them. The college reserves the right to dismiss a student who fails to abide by its regulations and policies.

Automobiles

Students who expect to drive cars onto the campus during the college year are required to register the car in the business office. A sticker, designating the parking area assigned, will be made available and must be displayed on the rear window of the car. Students will be held responsible for parking in their assigned areas.

Health

Students are requested to undergo a thorough physical examination by their family physician shortly before they enroll at the college.

The college maintains an infirmary under the supervision of a registered nurse, who treats minor illnesses and who recommends, in serious cases, examination by a local physician, hospitalization, or care of the student at his home. The college does not assume any financial obligation for such and recommends that students be covered by the group insurance issued through the college for accidental injury and personal and business group policies of parents covering hospitalization.

Residence Accommodations

A dormitory for women is maintained in the main building, 89 rooms providing accommodations for 175 women. A dormitory for men is housed in a separate building. Residents of both are organized as dormitory associations with constitutions respectively designed for self government. Two residence supervisors live in the two wings of the women's dormitory and one lives in the men's dormitory. There is a lounge on each floor of the women's dormitory. Both a lounge and a game room are located in the men's dormitory. Laundry facilities are provided in each dormitory.

Each student must bring four sheets, two pillow cases, three bath towels, three hand towels and bath cloths. The college has bathroom and bedroom linen laundered weekly.

Students also furnish curtains, scatter rugs, and lamps. They may bring a table radio, record player, and hair dryer. Any other furnishings must be approved by the residence supervisor.

Wall decorations can be fastened to the wall only with adhesive hangers; nails, scotch tape, and thumb tacks are prohibited.

No pets of any kind are allowed in the dormitory.

Student Activity Center

The Student Activity Center is located in the basement of the main building. It houses the bookstore and the snack bar. It is under the direction of a faculty member and its policies are made by a faculty-student committee.

The Center is not designed for profit-making and all prices are so adjusted. If profits accrue, however, the Student Activity Center Committee recommends the use to which they be put.

Snack Bar

The Snack Bar is the informal social center of the campus. An area for dancing and an area for eating are located here.

Post Office

A post office is maintained in the Student Activity Center. Each

student is assigned a box, the number of which should be used in addressing mail to him. Mail is distributed to these boxes once a day.

EXTRA CLASS ACTIVITIES

The extraclass activity of the student is of major concern to the college. The history of clubs on the campus is a record of students' interest in extending their academic interests through organizations designed around cultural and intellectual concerns and their personal interests as expressed through organizations for the development of hobbies. Of particular importance are the Student Government Association, a metamorphosis from a student council; the college paper, the **Holly Leaf**; and the yearbook, the **Evergreen**. These three activities are more than personal, they are a measure of the student's civic sense and his sense of responsibility to the democratic group of which he is a part. The college holds the functions of these three groups an especial representation of the quality of citizenship developing within the student body, and consequently it places responsibilities for leadership upon them.

Student Government Association

The Student Government Association is the composite body to which all regularly enrolled students automatically belong.

It was designed to provide opportunity for college students to develop the ability to examine and solve problems common to a democratic group. Its purpose is a close complement to the personnel philosophy of the college which holds that maturity is measured by the ability of the individual or group to identify and solve its own problems.

The governing board is composed of three groups: (1) the presidents of campus organizations whose constitutions have been approved for membership, viz., the four classes, the residence associations, the commuting students' associations, the glee club, the dramatic club, the photography club, the Future Teachers of America, the yearbook staff, and the newspaper staff; (2) student leaders in key positions, viz., the chairman of the social committee and the student assembly chairman; (3) the officers of this board elected by popular vote of the student body. There are two faculty advisers.

The Board considers budget requests of all member units and allocates funds, subject to administrative approval.

It holds the right of judgment over the quality and quantity of activity carried on by member units.

Outstanding among and indicative of its singular contributions to the college have been the awarding of two scholarships for foreign study and the purchase of choir robes for the college chorus.

Member units are described below.

THE ATHLETIC ASSOCIATION

The Athletic Association consists of two branches, a men's association and a women's association. Each group has its own officers. The women's athletics in the school include hockey, basketball, and other major sports. The women also take part in the athletic exhibition, which is the major event. The men's athletics include such major sports as soccer, baseball and basketball, and, in addition, tennis, softball, gym work, boxing and wrestling. Each year intramural games are played in the major sports.

THE CHRISTIAN ASSOCIATION

The Christian Association plans most of the religious activities of the school. Weekly vespers, planned and conducted by the students, are held on Sunday evenings at 5:30 o'clock. The purpose of this association is to maintain and develop a friendly Christian atmosphere among the students.

The Association cooperates with the Student Christian Movement in the Middle Atlantic region.

THE COLLEGE CHORUS

The College Chorus has as its purpose the development of those aesthetic principles which surround the artistic expression of the voice, and the development of ability, appreciation, and taste. It affords an opportunity to become acquainted with representative works in the world's choral literature. The Chorus performs at college functions and for civic clubs and organizations.

Qualifications for membership are: interest in music, musical ability, and satisfactory scholastic standing.

CULTURAL AFFAIRS COMMITTEE

The Cultural Affairs Committee exists on the campus to arrange for a program of extraclass cultural experiences. It attempts to bring to the students in lecture, concert, and exhibit form the essence of what is significant in the arts, public affairs, education, and science.

The committee is composed of a chairman and faculty advisers who represent the fields named above. Three students also serve on the committee one of whom is elected by popular vote, the other two being elected by the Executive Board of the Student Government Association.

DAY ASSOCIATIONS

The day associations are member organizations of the Student Government Association. Membership in the appropriate group is automatic for men and women students who commute. They do not set a yearly program, but do meet on call of the president to consider any aspect of college life to which or from which the commuting students may expect to make or receive a contribution.

The women's organization is assigned a room furnished for resting. Lockers for storing books and wraps are available.

DORMITORY ASSOCIATIONS

All students living in the college dormitory are automatically members of the dormitory associations. Because of the importance of living conditions in the life of a college students, these organizations are particularly significant. They have established and adopted through their constitutions a code of democratic conduct for the residence halls, and it is the obligation of the groups to carry out their policies. Routine matters of dormitory conduct are described and penalties for infractions thereof assigned in the constitutions; matters involving ethical or moral conduct are subject to administrative approval or action.

These organizations are major factors in the total orientation program, for they provide unusual opportunity for the resident student to develop discrimination in regard to problems common to a group.

THE EVERGREEN

The Evergreen is the college yearbook. It is financed in the main by funds from the student activity fee although there is in addition a charge to the purchaser. The purpose of the publication is to present in pictorial and artistic manner a summary of any given year's activities and achievements.

The editor-in-chief is chosen by the out-going staff.

FUTURE TEACHERS OF AMERICA

The Future Teachers of America is a local, state, and national organization. It is a branch of the National Education Association and provides members with the opportunity to become acquainted with problems in education at the local, state and national levels and to participate in projects directly related to these problems. These opportunities are invaluable as preparation for leadership in the educational fields.

The local chapter of the Future Teachers of America was organized during the school year of 1945-46, and is known as the Albert S. Cook Chapter. Meetings are held twice a month, and programs of benefit and interest to all are presented. Any student enrolled in the college is eligible for membership.

THE HOLLY LEAF

The Holly Leaf is the college newspaper published by a student staff and financed through the student activity fee. It is published twelve times a year at three-week intervals.

Its policy is to present in an unbiased objective manner all campus news.

The editor-in-chief is elected each year by the out-going staff.

THE PHOTOGRAPHY CLUB

The Photography Club has as its purpose the development of interest and skill in the various aspects of photographic art. Regular monthly meetings are built around demonstrations and discussions of these aspects of the use of the camera. A dark room is maintained by the Club where members may develop their own snapshots.

The Photography Club is a member of the Student Government Association, and as such receives funds from the S.G.A. Board as allocated from the Student activity fee.

Projects of the Club are work for the college yearbook and newspaper, and exhibits of the members' work as well as outstanding examples of photographic art procured from off-campus sources.

Membership is open to any S. T. C. student who wishes to join.

THE SOCIAL COMMITTEE

The Social Committee has as its purpose the planning and provision of a balanced program of social activity. It initiates the framework of a year-long schedule of events both informal and formal, part of which it sponsors and part of which it assigns by mutual agreement to various organizations on the campus. It also serves as a clearing-house for the miscellaneous social activities that normally accrue during a college year. The Committee maintains a public calendar of events.

The funds allocated from the student activity fee are re-allocated to the sponsoring organizations participating in the social calendar.

The social competence program of the college is partially implemented through the work of the Social Committee. It maintains standards for college social functions and sets up specific regulations for their control in terms of these standards.

It is composed of a chairman elected by the student body and one representative from each class. It is advised by the men and women's counselors.

THE SOPHANES PLAYERS

The student dramatic organization of the State Teachers College, the Sophanes Players, produces one major production for the public and several shorter plays or radio scripts each year. Members work as actors, directors, carpenters, electricians, make-up technicians and workers in the business aspects of production. Any student of the college may become a member.

ALUMNI ASSOCIATION

The Alumni Association of the college exists on the part of the members as an expression of loyalty and respect for their Alma Mater and on the part of the college as an expression of respect for its graduates. There is mutual satisfaction in the existence of the organization.

Membership in the Association is based either on graduation at the end of four years or at the end of two. Officers have variously come from both groups of graduates.

The Association holds two meetings each year. In the fall a Homecoming Day is held and in the spring there is a business meeting followed by a dinner and a dance.

The Alumni Association has from time to time taken a most active part in major concerns of the college. In 1949 it engaged in a project with the college to commemorate the service men and women of World War II by placing a bronze plaque on the main entrance to the building. In 1950 it took active leadership in celebrating the college's silver anniversary.

In 1955 office space was given the Alumni Association. Both the college and the Association look forward to closer ties and deepened cooperation in the affairs of the school.

ALUMNI ASSOCIATION OFFICERS

President

Samuel Sherwell, Isabella Street, Salisbury

Vice-President

Emily Gilson Whayland, Atlantic Avenue, Salisbury

Secretary

John Day, Edgewood

Corresponding Secretaries

Anna Jones Cooper, Whaleyville

Isabelle Lynch, North East

Catherine Widdowson Udovich, Quantico Road, Salisbury

Description of Courses

The credit value of each course is designated by the number in parentheses following the course title. The unit of credit is the semester hour which represents one lecture or one laboratory period a week for one semester of 18 weeks. Unless otherwise indicated, all class periods are lectures. Length of periods: lecture, 50 minutes; laboratory, two or three 50 minute periods as indicated.

ART

Art 101, Fundamentals of Design (2)

1 lecture and 1 laboratory period a week. The course comprises a study of the space arts from the point of view of balance, proportion, rhythm, and harmony, to develop an understanding of composition and design as expressed in several art materials. (Purnell)

Art 103, 104, Mechanical Drawing (2, 2)

2 laboratory periods a week. This is a course in constructional and scale drawing following engineering, architectural and mechanical trends. It trains in skill, accuracy, and the proper use of mechanical drawing instruments. (Purnell)

Art 202, Composition (3)

3 laboratory periods a week. A course, which trains in all art skills, and the use of many art tools, namely pencils, crayon, chalk, pen and ink, and brushes. The course includes freehand sketching from objects and nature; skillful copying of pictures; lettering and perspective drawing. (Purnell)

Art 301, Fine and Industrial (2)

1 lecture and 1 laboratory period a week. The objective of the course is to develop competence in art expression. To this end students are given practice in applying art principles to the everyday problems of home and community living. The evolution of representative art forms from primitive times to the present will be considered, so that students may gain knowledge of this history of art and thereby develop interest and understanding of art in its relation to cultural values. (Purnell)

Art 302, Crafts (3)

3 laboratory periods a week. Experiences in the handling of many types of materials and the skills involved in the use of them. Creative ability and originality are prime assets. This course is especially valuable to those students who expect to do recreational activities with groups of children. (Purnell)

Art 403, History (2-3)

This course will trace the development of architecture, sculpture, painting and the minor arts from primitive to modern times. Art ages and artists will be studied to show the progress made. The course will be motivated by the use of slides and other illustrative material. (Purnell)

Art 404, Interior Decoration (3)

1 lecture period and 2 laboratory periods a week. This is a course in house planning and decoration. Students learn how to make a house a livable home. The course includes floor plans, wallplans, room layouts, the uses of light, color, design, furniture and household furnishings. A brief study of furniture construction and styles and their uses, textiles and fabrics and all household accessories is included. Field trips to points of interest may also be included. (Purnell)

EDUCATION

Education 302, The Teaching of Art (2)

The course includes laboratory activities, lecture, observations and some teaching of art in the Campus Demonstration School. The time is utilized in learning to handle art materials and problems suitable to adaptation in the public schools. (Purnell)

Education 303, The Junior High School Curriculum (3)

The work of this course includes a functional treatment of such topics as lesson plans, assignments, classroom management, the appreciation lesson, the drill lesson, problem and project teaching, core teaching, socialized class procedure, directed study, and the evaluation of learning outcomes. (Focht)

Education 304, Reading in the Junior High School

This course deals with the principles of reading instruction and the factors which condition the development of reading skills. Diagnostic and remedial techniques which are appropriate at the junior high school level are treated in detail. The findings of recent experimentation and research are applied to problem cases. (Bosley)

Education 307, Audio-visual Materials and Methods (2)

1 lecture and 1 laboratory period a week. The philosophy underlying the use of audio-visual aids in modern classroom procedures forms the approach to this course. Types of aids and their relation to units of work in the elementary school curriculum and to the core curriculum in the junior high school are considered in a practical way. (Matthews)

Education 308, Music in the Elementary School (2)

A course in the organization and procedures of music in the elementary grades. It is a program of the study of the child's development in music as an integrated experience. It includes a study of the child voice, song repertory, rhythm, pre-instrumental activities, dramatic play, discriminating listening, creative expressions, developing reading readiness, and choir procedures. Opportunities are given for surveying recent materials and equipment in the field, observing in the laboratory school, and practice in presenting some of the techniques discussed. (J. L. Fleming)

Education 312, Science in the Elementary School (2)

Problems, exercises, and discussion designed to improve the student's ability to use science in the achievement of aims of the elementary school. Consideration is given to the selection and organization of pertinent material from the fields of the natural sciences. Problems set up in the

course are related to typical public school situations as they are known to exist in Maryland. (M. C. Fleming)

Education 313, Social Studies in the Elementary School (2)

This course is planned to prepare students to teach those social studies which are required in the elementary school. To that end, much practice is given in the selection of subject matter for the various grades of the elementary school, and in the organization of that subject matter into appropriate units of work. Opportunity is also given for the observation of social studies classes in the elementary school. Students are urged to make collections of pictures, stories, and other illustrative materials in the field of elementary school social studies. (Thomas)

Education 316-317, Language Arts in the Elementary School (2, 2)

The role of all facets of the language arts in the lives of children is considered. Materials and techniques in teaching reading, writing, speaking, and spelling are evaluated in the light of scientific findings and modern practice. Emphasis is placed on the teaching of reading. Opportunities are provided for observation in the Campus Demonstration School and for limited participation with selected types of activities. Education 316 is pre-requisite for Education 317. (Matthews)

Education 318, English in the Junior High School (2)

Attention is given to the problems in modern English usage with particular reference to classroom problems in teaching the language arts to junior high school pupils. An attempt is made to show the value of creative work as a means of promoting skill and pleasure in communication. Students are given an opportunity to organize materials of instruction around centers of interest, and to understand children's learning problems through contact with pupils in the laboratory school. The principles underlying the teaching of language are thus developed in their functional relationships. Emphasis is placed on the self-development of each student in skills involved in oral and written language. (Matthews)

Education 320, Science in the Junior High School (2)

Students are given experience in organizing and teaching science at the junior high school level. This training will include preparation for the three phases of such a science teacher's job; the teaching of science as a separate subject, participating in the core program, which includes science, and serving as a consultant in science teaching. Student participation is emphasized and includes the planning of units. Wide application is made of the visual aids with the student gaining experience in their use with the class. (Glenn)

Education 322, Mathematics in Junior High School (2)

Cooperative development of philosophy of mathematics in junior high schools of today with implications for content and method. Organization of teaching units, observation and evaluation of teaching in situations at junior high school level. (Focht)

Education 323, Music in the Junior High School (3)

A course in the organization and procedures of a music program for adolescent youth. The course includes a study of the social and aesthetic

aspects of music in relation to social and community life. The study covers the choice, interpretation and methods of presentation of standard and contemporary choral and instrumental music to unselected student groups for singing and listening. Consideration is given to the materials and activities appropriate for elective and specialized aspects of the music program such as the changing voice, voice testing and part singing. These are given special attention. (J. L. Fleming)

Education 325, Physical Education in the Junior High School (3)

A graded program of study of methods and materials for the teaching of physical education in junior high schools. Attention is given to an evaluation of achievement standards and techniques. The course is based on discussions, laboratory practice and observation as well as lectures. (Whitney and Maggs)

Education 327, Juvenile Literature (3)

This course is planned especially for students preparing to teach in a junior high school. Students are guided to survey types of literature suited to junior high school pupils, to study the reading interests of boys and girls, and to investigate methods of presenting materials in order that they may guide, stimulate, and direct with understanding the classroom periods and outside reading interests of their pupils. Opportunity is given for wide reading to enrich backgrounds for teaching and to heighten the pre-service teacher's appreciation of the best in children's literature. (Matthews)

Education 328, Social Studies in Junior High School (2)

This course is planned to prepare students to teach those social studies required in the junior high school. Consideration is given to the selection of social studies materials and their presentation in the junior high school. Particular attention will be paid to the activity programs suitable to the development of national and international understandings in the fields of history, geography, government, and politics (Thomas)

Education 330, Guidance (2)

A basic course in the principles of guidance and related pupil-personnel services for elementary and junior high school teachers. Its purpose is to develop a concept of guidance which will enable teachers to see the relation of guidance to other phases of education. The meaning and purpose of guidance, methods of investigation in guidance, methods of guiding students, organization of guidance services in public schools, and common adjustment problems of youth are the major areas studied. (Focht)

Education 401, 402, Directed Teaching (8, 8)

15 hours a week. Students are placed in directed teaching centers on the campus or in nearby public school systems. They have opportunities to observe teaching, to participate in work with children, to teach in the elementary and junior high schools, and to participate in many activities for which regularly employed teachers are responsible.

Besides participating and teaching, the work of the student teacher includes individual and group conferences with training teachers and

supervisors. Guidance is given students in selecting materials, in organizing units for teaching purposes, and in interpreting them in terms of guiding children in the total educative process. Reasonable skill in teaching techniques is required of each student, and an effort is made to enable him to develop a teaching personality and an understanding of the principles of education in practice. (Dunlap, Focht, and Matthews)

Education 403, Children's Literature (3)

Students planning to teach in grades one to six inclusive, will enroll for this course. It is designed to enrich backgrounds for teaching literature. Topics selected for study include: literature in the education of the child, literature as a part of units of work, and as a leisure time pursuit; a critical evaluation of standard and contemporary literature by age levels; and a study of the techniques of presenting materials that develop in children the love of reading and good literature. (Matthews)

Education 404, History and Philosophy (3)

The major objective of this course is to assist the student in the organization, interpretation, and evaluation of his professional experiences in the light of the origin and development of organized education.

Education 405, Mathematics in the Elementary School (2)

The course emphasizes mathematics as the quantitative experience of the race, and is organized into three parts: first, the origin and development of the number system, the purpose of which is to give a basic understanding of the principles and practices of calculation; second, the methods of teaching the memorization of the necessary number facts and the four fundamental processes; and third, the social significance of mathematics, covering such topics as common and decimal fractions, percentage and its applications, area and volume, taxes, insurance, commission and other forms of income. Meaning is emphasized throughout the course. (Dunlap and Focht)

Education 406, Psychology (3)

Educational psychology draws its content from four sources: the psychological laws and principles which have been identified and well verified by experience during the past fifty years; the laws of physical growth and development of children; the sociological laws and principles which have been identified and tested; and information relative to the nature of the human being.

In procedure the child is made the center of consideration. Children are observed in groups and as individuals. As a technique of study, anecdotal records are secured and then analyzed on the basis of six major or basic areas. The chief aim of the course is to effect a direct bearing of all information upon the learning and developmental processes of the child. (May)

Education 407, Reading Disabilities (3)

This course includes a study of the analysis and the correction of the common reading disabilities. The program of work includes: points of view regarding retardation; factors underlying the causes of reading dif-

faculties; the relation of reading to growth; the selection of reading materials and techniques in relation to individual needs; and programs for corrective measures in a laboratory situation. (Matthews)

ENGLISH

English 101, 102, Composition (3, 3)

These courses are intended to help the student write effectively, fully, and in a way appropriate to the subject, the situation, the reader, and himself. Assignments are given in detail, with emphasis on the writer's motive in communicating, his plan of organization, and his revisions. Individual help is given with every piece of writing. Though centered around composition, the courses involve a comprehensive introduction to scientific grammar and research method, and some consideration of semantics and logic. Analysis in detail are made of contemporary exposition, argument, description and narration.

(Burnet, Elderdice, and F. B. Fleming)

English 103, Speech (2)

This course affords the student an opportunity to develop skill and poise in the oral presentation of thought. Each student delivers speeches before an audience of his fellows, and receives criticism upon his ability to analyze his subject, to select and arrange his ideas, to secure the interest and consent of his hearers, and to speak with simplicity, clarity, and correctness. Emphasis is placed upon pronunciation, enunciation, voice, phrasing, posture, platform manners, parliamentary procedure, and the organization of panel and other forms of group discussion. Individual oral interpretation of various selections from literature is required.

(Burnet and Elderdice)

English 201, 202, English Literature (3)

English Literature is presented through a detailed study of representative writings of great writers. Materials from Beowulf through Sheridan in the first semester and from the Romanticists through Thomas Hardy in the second semester are presented. Attention is given to types of literature and also to dominant continuing and recurrent trends in subject matter, movements, techniques, and social and literary philosophies.

(Burnet, Elderdice, and F. B. Fleming)

English 205, World Literature (3)

This course is a survey of European literary masterpieces from the earliest times to the present day. Intensive study is made of the *Iliad*, the *Odyssey* and of the plays of Aeschylus, Sophocles, Euripides and Aristophanes. Lyric poetry of Greece, Rome, and of modern continental countries is studied. The course is intended to bring students into touch with the masterpieces of world literature and with the conditions which produced them in order that they may read with better understanding their own literature.

(F. B. Fleming)

English 301, American Literature (3)

Special attention is given to the backgrounds that have made American literature a distinct growth. Types and ideas are stressed. Consideration

is given to divergent movements and writers from the pre-Revolutionary papers of John Smith through contemporary materials by such authors as Steinbeck, MacLeish, and O'Neill.

(F. B. Fleming)

English 402, Modern Comparative Drama (3)

This is a study of European and American dramatists from Ibsen to O'Neill. The purpose of this course is to acquaint the student with the rise of the drama of ideas, to help him trace the modern movements of naturalism, symbolism, and expressionism, and to study the influences of one national drama upon another and to compare their techniques.

English 403, The Novel (3)

The Novel is a course in the critical and historical study of the growth and development of the English novel from its beginnings in the work of Defoe, Richardson, Fielding, and other major authors, to the modern novel. Emphasis is placed upon the types and techniques. Consideration of the novels as interpretations of human life and of political, social, and scientific movements is stressed. Investigation of modern attitudes and tendencies in fiction is also emphasized.

English 404, Play Production (3)

An introductory survey of the technical aspects of producing plays, involving choice, analysis and casting of a script; acting and direction of several scenes from a play; all the paper work associated with designing and planning scenery, properties, costumes, lighting and makeup; practical work in building scenery, applying makeup and handling lighting equipment; examination of standard practices in business and house management, and in the organization of theatrical groups.

(Burnet)

English 405, Shakespeare (3)

This course is an intensive study of selected plays of Shakespeare with special attention to matters of textual criticism, characterization, dramatic technique, and of the biographical, literary, and theatrical background of the author's work.

HEALTH AND PHYSICAL EDUCATION

Health Education 102, Physiology (3)

This course aims to help the student gain knowledge of the elements of anatomy and physiology which serve as a basis for understanding individual health practices; to recognize particularly his own health problems and those common to individuals of his age; and to prepare himself through knowledge of the structure and function of various tissues for the study of psychology and other courses in health education.

(Jamart, Whitney, and Maggs)

Health Education 402, The School Child (3)

The course aims to acquaint students with the health needs of pupils and to prepare them to deal intelligently with common situations involving the health of pupils. The course covers the relation to the health of the school child of such environmental factors as sanitation of the school plant and the ventilation and lighting of school rooms; the importance of the services of public health clinics and of close cooperation with the

school physician and nurse; the knowledge of the defects and diseases, communicable and non-communicable, frequently found among children of school age; the methods of preventing some of the common infectious diseases, and practice in interpreting the medical records of pupils; the need for a well-balanced program of studies and physical activity during the school day; some understanding of the principles underlying health education in the elementary school and the selection of materials and methods appropriate for such teaching. (Jamart)

Health Education 403, Marriage and Family Relations (3)

An investigation from the standpoint of the participant of the personal relationships involved in family life. These questions will be dealt with from the varying approaches of childhood education, home problems, physiology, psychology, and family status in social life. (Jamart)

Physical Education 101, 102; 201, 202 Activities (1, 1, 1, 1)

2 hours a week. These courses provide an introduction to physical education activities and are planned to give the student a foundation for intelligent use of those activities, and for a systematic approach to other and more advanced activities. The courses should help the student to develop and maintain physical fitness; to develop personal ability in the fundamental skills and understanding of them; to develop game habits and understandings; to develop a method of learning skills and physical education activities; and to build a repertoire of physical education activities which he will use in teaching. (Whitney and Maggs)

Physical Education 105, 106; 205, 206, Corrective (1, 1, 1, 1)

2 hours a week. These courses deal with the organization of programs and services in individual corrective work in different type situations. Students not admitted to physical education classes because of remedial defects may enroll. (Whitney and Maggs)

Physical Education 301, 302, Methods; Teaching (1, 1)

2 hours a week. These courses outline the aims of physical education and give a brief history of physical education in the United States. Activities are planned to give the student actual practice for teaching. Subject matter is outlined for the elementary and junior high school. The material presented includes games for the playground and classroom, self-testing and rhythmic activities, posture and dramatic training. Pre-requisite P. E. 101, 102; 201, 202, or consent of instructor. (Whitney and Maggs)

Physical Education 401, 402 (1, 1)

2 hours a week. The chief topics in these courses are: play and what it means to the child; importance of organized play in school; organized games; athletic and social games; stunts and efficiency tests; track and field events; folk dancing; physical education as outlined for the State of Maryland; how to conduct a meet; how to conduct tournaments; good sportsmanship. Pre-requisite, P. E. 301, 302 or consent of instructor. (Whitney and Maggs)

Physical Education 404, Folk Dancing (3)

This course is sufficiently extensive to give the student a rich repertoire of dances of different nations. Progression for teaching the step combinations such as two-step, polka, waltz, and schottische will be presented and discussed. Provision will be made for the collection of background material for the presentation of folk dances. The course will include a study of natural characteristics, folk costumes, and a brief history of the dancing of each country as it is considered. (Whitney)

Physical Education 405, Supervised Activities (3)

The course provides an opportunity for the student to work with children in Physical Education under adequate supervision of the college instructor. Observations are used to supplement the directed activities. Pre-requisite, Physical Education 101-102; 201, 202, or consent of instructor. (Whitney and Maggs)

Physical Education 406, Administration and Coaching (3)

The purpose of this course is to acquaint the prospective teacher of physical education activities with the areas of administration and coaching with which he will be most directly concerned.

Problems of administrative structure and procedure will be examined and discussed. The types of sports best suited to the age group taught will be studied as well as the techniques necessary to those sports.

The course is designed to summarize the past experience and knowledge in the field of physical education, and to help the student prepare the material for practical use in a teaching situation. Pre-requisite, Physical Education 101-102; 201-202, or consent of instructor. (Maggs and Whitney)

MATHEMATICS

Mathematics 100, Arithmetic (3)

This course is designed to help students rebuild their skills in arithmetic and extend their understanding of its meanings. The topics studied will include integers, fractions, decimals, ratio, proportion, percentage, square roots, formulas, and common geometric forms. (White)

Mathematics 101, College Algebra (3)

Fundamental operations, functions and graphs, linear and fractional equations, quadratic equations, solution of systems of equations, including use of determinants, exponents and radicals, complex numbers, theory of equations, binomial theorem, progressions, permutations and combinations, probability.

Pre-requisite: 1 unit of high school Algebra, or Mathematics 104.

(White)

Mathematics 102, Trigonometry (3)

Trigonometric functions, logarithms, radian measure, graphs, solution of right and oblique triangles, equations, identities, inverse functions, elementary spherical trigonometry.

Pre-requisite: Mathematics 104 or 1 unit each of high school Algebra and Plane Geometry. (White)

Mathematics 103, Survey (3)

This is a course in arithmetic for mature students who are expected ultimately to teach the subject in elementary or junior high school. Beginning with historical concepts, the course includes a study of the fundamental processes, fractions and decimals, percentage, investment, insurance, denominate numbers, interest, square root, the right triangle formula, ratio, proportion, similar figures, measurement of angles, areas, and volume of simple geometric figures and solids, weight, capacity, and time. (Focht, Rickert, and White)

Mathematics 104, Basic Algebra (3)

This course is designed to qualify students to teach all mathematics through the junior high school, particularly Algebra. From study of the fundamental operations with signed numbers, through quadratics, emphasis is placed upon problem solving, and representation of unknown quantities by symbols. Ability to work with formulas is particularly emphasized.

This course presupposes no previous knowledge of Algebra. A student who satisfactorily completes it may proceed with Mathematics 101.

(Focht and White)

Mathematics 105, Commercial Algebra (3)

A practical course in college mathematics stressing particularly the application of algebra to problems in the field of business administration. Topics covered include: equations of the first degree, fractions, percentage and commercial transactions, exponents, logarithms, simple interest, and discount.

Pre-requisite: 1 year of high school algebra or the equivalent. (White)

Mathematics 106, Mathematics of Finance (3)

Mathematics for business administration students. Topics covered: compound interest, annuities, and perpetuities, capitalized cost, bonds and reinvestments, sinking funds and amortizations.

Prerequisite: Mathematics 105, or the equivalent. (White)

Mathematics 108, Analytic Geometry (4)

Rectangular and polar coordinates, the straight line, conic sections, graphs, parametric equations, transcendental functions, and solid analytic geometry.

Prerequisite: Mathematics 101 and 102. (White)

Mathematics 201, Differential Calculus (4)

Variables, functions, limits, differentiation, critical points, applications of maxima and minima, differentials, simple integration and applications including fluid pressure curvature, polar coordinates, mean value theorem, indeterminate forms.

Prerequisite: Mathematics 108. (White)

Mathematics 202, Integral Calculus (4)

Integration as a process of summation, its application to areas, volumes, arc length, centroids, moments and moment of inertia, infinite series

including Macclaurin's and Taylor's series, prismoidal formula and Simpson's rule, hyperbolic functions, partial differentiation and multiple integrals. Prerequisite: Mathematics 201. (White)

MUSIC

Music 104, Literature (2)

A survey course which aims to build a background that will give the average listener a better understanding and appreciation of the world's great music. The elements of music—rhythm, melody and harmony, together with tone color and form—are discussed, and their significance in choral and instrumental compositions is illustrated. A study of the music of great composers of the world is made from two points of view: (1) music in relations to the socio-economic-political cultural life of the period represented and (2) contributions to the development of music as an art. (J. L. Fleming)

Music 202, Current (3)

In this course a study of the trends of contemporary music is made. The approach is primarily appreciative, but historical data is employed in order to draw comparisons with earlier idioms and ideologies. The influence of jazz on the modern music is discussed. The period covered is essentially that from 1890 to the present. Opportunity is offered for each student to investigate topics of special interest to him.

Prerequisite: Music 104, Literature, or approval of instructor.

(J. L. Fleming)

Music, College Chorus (1/2)

The purpose of the College Chorus is to give any student interested in singing the opportunity to enjoy choral music; to develop musical ability, appreciation and taste; and to represent the college by performing as a whole or in small groups for civic and social gatherings in local and nearby communities, as well as in broadcasts and school assemblies, concerts, or other student and alumni affairs.

The College Chorus has a three-fold organization: Women's Glee Club, Men's Glee Club, and the combined choruses, known as the College Chorus. Smaller singing units are formed among the better singers. (J. L. Fleming)

Music 303, Fundamentals (2)

Designed to develop understanding of and performance in basic musical skills including music reading, ear training, theory, simple harmony, rhythms, piano, voice, conducting, simple instruments. (J. L. Fleming)

Music 401, Creative (3)

Designed for students particularly interested in the creative aspects of music. Elements of music analyzed and applied to original works—melodies and accompaniments for simple poems, piano selections, original poems set to music, dance forms and rhythms, original work with simple instruments. Opportunity is offered for observation and experimentation in motivating creative musical activities in the elementary school.

Prerequisite: Music 303, Fundamentals, or approval of instructor.

(J. L. Fleming)

Music 402, Advanced Creative (3)

The study of the elements of music is continued on an advanced level. Students have opportunity to write melodies, harmonize them and arrange them for vocal and instrumental groups of their choice. Modulation and chromatic harmony are analyzed and applied to original compositions. The principles of harmony and form are applied to the piano keyboard. Attention is also given to ear training. This course is designed especially for students who have some background in music theory and the piano and who wish to apply this ability to original musical compositions.

Prerequisites: Music 401, Creative, or approval of instructor.

(J. L. Fleming)

Music 403, History (3)

The course in the history of music traces the development of music from the earliest times to the present. Changing theories of form and composition are studied. Outstanding compositions of major composers of the various periods are analyzed. The time covered is approximately 2,000 B. C. to 1900 A. D.

(J. L. Fleming)

Music 405, Recreational (3)

Designed to include such elementary techniques of voice production, directing of group singing, and selection of material as will be of value to a recreational director. A compilation of song material will be made which can be used in social and religious gatherings, in camp and scout group meetings, and in similar situations. Consideration will be given to audio-visual aids and other devices used to promote interest in singing.

(J. L. Fleming)

PSYCHOLOGY

Psychology 201, General (3)

A survey of the general principles underlying human behavior. The nervous system, perception, learning, emotion and personality are key points of emphasis. Experimental findings are constantly applied to practical situations.

(May)

Psychology 203, Psychology for Nurses (1)

This is an introductory course in psychology especially organized for student nurses. The point of reference is regularly that of the student and practicing nurse and the environment in which her profession places her. Particular emphasis is given to problems dealing with physical, mental, and personality deviates.

(May)

Psychology 204, Applied (3)

This course makes application of research findings in psychology to problems encountered in everyday life. Problems in business, industry, advertising, labor-management, the professions, and social relations are given special consideration.

(May)

Psychology 206, Social (3)

In contrast to individual psychology, which considers human problems primarily from inner characteristics both native and acquired, social psychology gives major consideration to overt behavior as expressed in

group situations. Emphasis is placed on the relation of the individual to the group, mass reaction and judgment, the principles of group control, and the social significance of the individual abilities and characteristics. The chief aim of the course is to enable the student to interpret social phenomena and to realize the impact of such on his own personality. (May)

Psychology 301, Child Growth and Development (3)

A study of the behavior patterns characteristic of children at various stages of their development and the sources from which this behavior derives. Special emphasis is placed on the interrelatedness of the child's development. To increase the practicality of the course, each student is required to make a longitudinal study of a normal child.

(May)

Psychology 302, Psychology of Adolescence (3)

Designed especially for the teacher of adolescent students, this course places emphasis on the expected behavior of the normal individual as he passes through the adolescent years on his way to adulthood. The development sequences as revealed through experimentation are studied in relation to the overall behavior of the adolescent. Observations of a specific adolescent are made by individual students throughout the semester. (May)

Psychology 401, The Exceptional Child (3)

A detailed study of gifted children and children with physical, emotional, and mental handicaps, including the severely mentally handicapped, and how these children may be helped to the fullest realization of their capacities.

(May)

Psychology 404, Mental Hygiene (3)

A study of the development of the human personality and the factors influencing its growth. Emphasis is placed on the building and maintenance of a stable personality structure with special attention to critical periods from which deviations are most likely to derive. Abnormalities or deviations are considered only by way of pointing out the dangers which threaten the weak personality structure.

(May)

ROMANCE LANGUAGES

French 101, 102, Elementary (3, 3)

French 101, 102 is planned for students who have had no previous study of French. The work of the two semesters covers the ground that is covered in two years of French in high school. An attempt is made to achieve balanced progress in the four phases of language use: namely, reading, writing, speaking and aural understanding of the language. At the same time, the students are introduced to France and the French people, their customs, and their cultural background.

(Francis)

French 103, 104, Conversation Laboratory (1, 1)

These courses are planned as two hours of laboratory practice with one hour of outside study each week. A concentrated attempt is made to achieve good pronunciation and intonation. Phonograph records are used extensively for the students to imitate. Conversational facility is furthered through imitation and memorization of everyday types of sentences and expressions. The courses do not include a study of grammar except insofar

as incidental grammatical explanations may be needed for the correct practicing of sentences.

These are recommended as supplementary courses both for students in the beginning course, French 101, 102, and also for those students in Intermediate French who have not yet acquired an excellent French pronunciation. (Francis)

French 111, 112, Intermediate (3, 3)

These courses are planned for students who have passed either two years' work in French in high school or a one-year elements course in college with a grade of C or better.

A major part of the work comprises a review of French grammar and composition, with special attention to idiomatic usages, plus the acquirement of ready facility in understanding both written and spoken French. The reading texts used vary from year to year according to the interests of the students in the class, but they are so chosen as to add to the student's knowledge of France and the French people. (Francis)

French 113, 114, Intermediate Conversation Laboratory (1, 1)

2 hours a week. Intensive practice in oral facility and aural comprehension on the intermediate level. (Francis)

French 201, 202; Advanced French Readings (3, 3)

An introduction to French literature, made through study of selected texts of literary value, is combined with increased achievement in rapid reading, understanding of more difficult idiomatic patterns, and greater fluency in speaking and in aural comprehension of French.

Prerequisite: Intermediate French or four years of high school French. (Francis)

French 203, 204, Advanced Conversation Laboratory (1, 1)

2 hours a week. Intensive practice in oral facility and aural comprehension on the advanced level. (Francis)

Spanish 101, 102, Elementary (3, 3)

These courses are planned for students who have had no previous study of Spanish. The work of the two semesters covers the ground that is covered in two years of Spanish in high school. An attempt is made to achieve balanced progress in the four phases of language use; namely, reading, writing, speaking and aural understanding of the language. At the same time an attempt is made to introduce the students to the life and cultural backgrounds of the Spanish-speaking people, both in Spain and in Spanish America. (Francis)

Spanish 103, 104, Conversation Laboratory (1, 1)

2 hours a week. These courses are planned as two hours of laboratory practice with one hour of outside study each week. A concentrated attempt is made to achieve good pronunciation and intonation. Phonograph records are used extensively for the students to imitate. Conversational facility is furthered through imitation and memorization of everyday types of sentences and expressions. The courses do not include a study of grammar except insofar as grammatical explanations may be needed for the correct practicing of sentences.

These are recommended as a supplementary courses both for students in the beginning course, Spanish 101-102, and also for those students in Intermediate Spanish, who have not yet acquired an excellent Spanish pronunciation. (Francis)

Spanish 111, 112, Intermediate (3, 3)

These courses are planned for students who have passed either two years' work in Spanish in high school or a one-year elements course in college with a grade of C or better.

A major part of the work comprises a review of Spanish grammar and composition, with special attention to idiomatic usages, plus the acquirement of ready facility in understanding both written and spoken Spanish. The reading texts used vary from year to year according to the interests of the students in the class, but they are so chosen as to add to the students' knowledge of Spain and the Spanish American countries, their people, their customs, and their cultural backgrounds. (Francis)

Spanish 113, 114, Intermediate Conversation Laboratory (1, 1)

2 hours a week. Intensive practice in oral facility and aural comprehension on the intermediate level. (Francis)

Spanish 201, 202, Advanced Spanish Readings (3, 3)

An introduction to Spanish thought, made through study of selected texts of literary value, is combined with increased achievement in rapid reading, understanding of more difficult idiomatic patterns, and greater fluency in speaking and in aural comprehension of Spanish.

Prerequisite: Intermediate Spanish or four years of high school Spanish. (Francis)

Spanish 203, 204, Advanced Conversation Laboratory (1, 1)

2 hours a week. Intensive practice in oral facility and aural comprehension on the advanced level. (Francis)

SCIENCE

Anatomy 101, Physiology (4)

Study of the structure and function of the various cells, tissues, organs and systems of the human body, with emphasis on their integration in the formation of the human organisms. Provides a course especially designed for student nurses and pre-nurses, or health education majors and is also suitable for others who intend to major in some branch of the biological sciences. Instruction involves lecture, demonstration, discussion and laboratory work. Use is made of a human skeleton, a model of the human torso, and of the preserved cat, together with other laboratory materials. All study is directed toward a better understanding of the human body and how normal functioning can best be maintained. (M.C.Fleming)

Biology 103, Microbiology (2)

1 lecture-discussion period and 1 laboratory period a week. Consideration is given to the microbes, a knowledge of which is of particular importance to nurses and those expecting to major in some phase of the biological sciences. Laboratory work includes study of the microorganisms

as they grow under both artificial and natural conditions. (M. C. Fleming)

Biology 202, Human (2)

Lecture periods include demonstrations and discussions of the growth and development of the human body. Special emphasis is placed upon developing desirable understandings as to the biological basis of human behavior. Consideration is given to the individual through embryology, the infant period, early childhood, the school years, and adulthood. The course is especially designed to provide persons who are to work with children with a better comprehension of the biological forces which tend to cause the individual to grow, develop, and behave as he does. (M. C. Fleming)

Biology 302, Nutrition (2)

Review of digestion and assimilation in humans with emphasis on the needs and reactions of the body to foods of various types and amounts. Special considerations is given to the food requirements of growing children. Problems involving the selection and preparation of food as related to family and community health are included. (M. C. Fleming)

Botany 102, General (4)

2 lecture and 2 laboratory periods a week. This course consists of the study of the relationship of the plant groups and also of the anatomy and physiology of the seed plants. The chief aim is to present the fundamental biological principles of plant life and to provide a cultural background for the student. The nature and aim of the biological sciences, their methods, and the value of their results are also presented. (M.C.Fleming)

Botany 204, Field (2)

1 lecture and 1 three-hour laboratory period a week. This course is designed to acquaint the student with plants in their natural habitat and the factors affecting their growth. Practice will be provided in the identification of representatives of the divisions of the plant kingdom. Special attention will be given to the identification of wild flowers, trees, and shrubs. (M. C. Fleming)

Chemistry 101, 102, General (4, 4)

3 lectures and 2 laboratory periods a week. These courses deal with the subject matter usually included in general chemistry. They are organized on the broad principles of the subject rather than a detailed description of the elements. The principles studied are extensively illustrated with descriptive matter which in the first course deal chiefly with the characteristics of the non-metals. The laboratory experiments are selected to give the student practice in the application of the principles. Quantitative relationships are stressed in the laboratory work.

The second course deals with principles, and industrial applications rather than pure descriptive matter. This course includes a study of the characteristics of the metals. The compounds of carbon with their application to nutrition and the field of synthetic chemicals are given special attention. An introduction to systematic qualitative analysis is included. (Glenn)

Chemistry 103, Chemistry for Nurses (2)

1 lecture and 1 laboratory period a week. This course deals with selected elementary principles of inorganic, organic and physiological chemistry. Both the lectures and laboratory are organized to aid the student in developing understandings, which are applicable to nursing, rather than to trained technicians. The course is intended primarily for nurses in training, and for students enrolled in the pre-nursing curriculum. (Glenn)

Chemistry 105, Introductory (3)

2 lecture and 2 laboratory periods a week. A course similar in content to Chemistry 101, but placing more emphasis on the application of the fundamental principles and less on advanced theory. It is organized to meet the needs of students in general education, industrial arts, nursing, home economics, and physical education. (Glenn)

Chemistry 106, Introductory (3)

2 lecture and 2 laboratory periods a week. This course is a continuation of Chemistry 105. In addition to the industrial application and metallurgy of the most common metals, special emphasis is placed on elementary physiological chemistry. (Glenn)

Chemistry 203, Qualitative Analysis (4)

2 lecture and 2 three-hour laboratory periods a week. The principles of Chemistry studied in Chemistry 101-102, are applied to the detection of the common metallic and nonmetallic ions. The course is recommended for students who are preparing to study agriculture, chemical engineering, dentistry, medicine, medical technology, and veterinary medicine. (Glenn)

Chemistry 204, Quantitative Analysis (4)

2 lecture and 2 three-hour laboratory periods a week. A brief course in the fundamentals including laboratory study of selected typical gravimetric and volumetric procedures. Recommended for students entering the professions listed under Chemistry 203. (Glenn)

Geology 201, Principles (3)

The course deals with physical geology: ground water, gradation of wind, water, and ice; lakes and marshes; the ocean; minerals; rocks and their origin; vulcanism; diastrophism; metamorphism; and a brief introduction to historical geology. At least two field trips will be made during the semester. (Farace)

Meteorology 102, Principles (3)

This course deals with the mechanics of circulation of the atmosphere and the effects of solar radiation and surface irregularities; the equipment to measure the weather elements and the symbols and codes for recording them; and the basic principles of forecasting, and the services rendered thereby. (Farace)

Physics 101, 102, Elements (3, 3)

2 lecture periods and 1 three-hour laboratory period a week. First semester: Mechanics, heat and sound. Second semester: Light, magnetism, electricity, and a brief introduction to nuclear physics. These courses

are designed primarily for students who plan to take agriculture, home economics or industrial arts. Prerequisite: 1 unit of high school algebra or equivalent. (Rickert)

Physics 201, 202, Fundamentals (4, 4)

3 lecture periods and 1 three-hour laboratory period a week. First semester: Mechanics, heat and sound. Second semester: Light, electricity, magnetism, and a brief introduction to nuclear physics. These courses are designed to give the student insight into the use and development of the important physical laws and theories. They are designed primarily for pre-dental and pre-medical students, but are open to all who have an adequate mathematical background. Prerequisite: Mathematics 101-102 or the equivalent. (Rickert)

Science 101, 102, Biological (3, 3)

2 lecture periods and 1 laboratory period a week. These courses undertake to develop correct knowledge, understandings and generalizations as to man's place in the living world of plants and animals. Special emphasis is given to applications of biology to the problems of life in general and particularly to those problems of child growth and development to which biological science can make a definite contribution. Instruction includes lectures, demonstrations and discussions together with laboratory work and field study. Provides the biological subject matter needed by the student who is to teach in the elementary or junior high school. (M. C. Fleming)

Science 201, 202, Physical (3, 3)

2 lecture periods and 1 laboratory period a week. These courses are designed to give a broad acquaintance with the various fields of the physical sciences. The primary aim is to increase awareness of physical phenomena and to show how the understanding and interpretation of these phenomena contribute to our living. The materials are selected from the fields of astronomy, earth sciences, physics, and chemistry, and cut across the boundaries of these fields in order to bring out their relationships and to provide a background for the appreciation of the co-operative nature of the scientific advances of today. (Glenn and Rickert)

Zoology 101, General (4)

2 lecture periods and 2 laboratory periods a week. The aim of this course is to acquaint the student with the general biological principles through the study of the anatomy and physiology of the representatives of the animal kingdom. It is designed to provide a cultural background as well as a foundation for courses in psychology and sociology. The student is also made acquainted with the relationship of the biological sciences and the general application of the principles developed in the study of zoology. (M. C. Fleming)

Zoology 203, Field (2)

1 lecture and 1 three-hour laboratory period a week. The purpose of this course is to study the relation of animal life to the environment. In addition, the student will study the behavior and identification of the common insects, birds, mammals, etc. Some attention will be given to the

care of animals in the class room. Prerequisite: Science 101-102 or Zoology 101. (M. C. Fleming)

SOCIAL SCIENCES

Business Administration 101, 102, Organization and Control (2, 2)

These courses survey the organization of business enterprise. Examination is made of internal and functional organization, and followed by a survey of industrial and management control. (A. L. Fleming)

Economics 101, 102, Economic Development (2, 2)

These courses present an introduction to present day economic systems, their origin and development. Western Europe and United States are areas emphasized. (A. L. Fleming)

Economics 201, 202, Principles (3, 3)

These courses present a general analysis of the economic system. The first course considers basic concepts and principles. The second is concerned mainly with modern problems of the economic system. Prerequisite: sophomore standing or consent of instructor. (A. L. Fleming)

Economics 401, Conservation of Natural Resources (3)

The course deals with the vital problems of the conservation of soils, minerals, forests, wild life and inland water resources. Local applications will be stressed with field trips. (A. L. Fleming)

Economics 402, Consumer (3)

An analysis of the place of the consumer in our economic society; consumer demands; the need for customer education for effective consumption; and agencies cooperating to aid the consumer. Specialists in the various topics are guest lectures. Special problems are assigned. (A. L. Fleming)

Geography 201, 202, Elements (3, 3)

These courses comprise a study of the factors of the natural environment, their interactions, and their appraisal and utilization by man to satisfy his needs. They aim to build an appreciation of the types of civilization which have developed in different environments and of the ways in which the natural balance can be disturbed through the productive and exploitative activities of mankind. A study of the earth as a whole and in its relation to other bodies in the solar system forms an integral part of this course. A thorough study of the diverse regions of the world is made, with emphasis on the inter-relationships between plant, animal, and human life and the natural environment. Map readings and interpretation are stressed as tools of geographical thinking and expression. (Farace)

Geography 203, 204, Economic (2, 2)

A world survey and analysis of agriculture, manufacturing, transportation, trade, mining and forestry. (Farace)

Geography 302, Regional Geography of the United States and Canada (3)

A regional study of the United States and Canada, emphasizing physical and cultural relationships. (Farace)

Geography 304, Regional Geography of Europe (3)

A study of the economic, political, and physical geography of the European countries. (Farace)

Geography 306, Regional Geography of the Far East (3)

A study of the economic and physical geography of the Far East, with emphasis on Japan, China and India. (Farace)

Government 101, American (3)

A basic course in the governments of the United States. A comprehensive study is made of the federal government, the state governments, and local governments. Some time is given to probable causes of changes in government. (Wroten)

History 101, 102, European (3, 3)

These courses trace the development of European man as a social being from the time of the early Mediterranean civilizations to the present day. Much attention is given to a discussion of the political, social and economic developments during the twentieth century. (Thomas)

History 201, 202, American (3, 3)

These courses offer a comprehensive survey of the political, economic, social, and cultural forces which have shaped the pattern of life in the United States. Sources of particular problems are uncovered and the present status of these problems is viewed in the light of their historical development. Special emphasis is placed upon the origins and development of American democracy. (Wroten)

History 401, American Diplomacy (3)

An historical study of the diplomatic negotiations and foreign relations of the United States from 1776 to present. Open to upperclassmen only. (Thomas)

History 402, International Relations (3)

The course uses United States international relations as its core, stressing recent events. It discusses United States foreign policy with particular attention to world events of the twentieth century. It is assumed that the student possesses a fair knowledge of the political and social history of the United States and of Europe. A carefully documented research paper is an integral part of the class work. (Thomas)

Sociology 102, American Life (3)

A general analysis of the social structure, the large and small urban and the rural communities; the composition and distribution of population; and the social institutions and organizations. (Wroten)

Sociology 103, Sociology for Nurses (1)

A general survey of the principles of sociology providing the essentials for the understanding of man and society. Particular attention is given to the place of the nurse in the social pattern. (A. L. Fleming)

Sociology 402, Socio-Economic Principles and Problems (3)

The course in socio-economic principles and problems is designed to give teachers better facilities for evaluating and understanding the basic

governmental, economic, and social problems of modern American institutions. The course is divided into three parts the first of which deals with the underlying principles of the American system of government, the second the principles of the American economic system. In each area comparisons are drawn with other systems to show the advantages of the American system. The third section of the course points up modern contemporary social problems and the methods used in trying to find solutions. (A. L. Fleming)

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